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HONORARY DEGREES OF INDIAN UNIVERSITIES.

Indian Universities, for reasons best known to themselves, have been sparing with their Honorary Degrees; the Punjab University however has to some extent proved an exception to the general Academic parsimony; for it has not only conferred a greater number of Honorary Degrees than all the other Universities put together, but recently it proposed that its powers of bestowing such degrees should be enlarged.

According to Section 16 of its Act of Incorporation [Act XIX. of 1882], the Senate of the Punjab University, subject to the confirmation of the Chancellor, may grant to any person the Honorary Degree of Doctor in the Oriental Faculty and the Faculties of Arts and Law. "Provided that

(i) a resolution has been passed at a meeting of the Senate that the person is, by reason of eminent position and attainments, a fit and proper person to receive that degree; and

(ii) in the case of degrees in the Faculty of Law, the Senate has been empowered by the Governor-General in Council to grant such degrees after examination."

In the Faculty of Oriental Learning, seven persons have been created Honorary Doctors, *viz.*, Dr. G. W. Leitner in 1882; the Marquis of Ripon in 1884; the Earl of Dufferin in 1886; Sir Charles Aitchison, the author of Treaties and Engagements with Native States and a former Lieut-Governor of the Punjab, in 1887; the Right Reverend Dr. French, the first Bishop of Lahore, in 1887; Colonel W. R. M. Holroyd, B.Sc., in 1890; and Sir James Lyall in 1891.

In the Faculty of Arts we have as Honorary Doctors of Literature, His Royal Highness the Duke of Connaught (1886); the Marquis of Lansdowne (1889); and Lord Elgin (1894).

In the Faculty of Laws Sir William Rattigan, the well-known Punjab Barrister, was created an Honorary Doctor in 1894.

It was recently proposed to confer an Honorary Degree on Professor Oman, who retired from the Science Chair at the Lahore Government College; but it was found that the three sorts of Honorary Degrees, which the Punjab University could confer, were inappropriate to the Professor's attainments, which were purely scientific. A proposal was accordingly submitted to the Punjab Government that the latter should move with a view to procuring for the University the power of granting Honorary Degrees in the Faculty of Science, and also of conferring the Honorary Degree of Master in each of the above-named Faculties.

Among other reasons alleged in favour of the University being empowered to grant such degrees, it was urged that they would be the most fitting in cases where the University desired to suitably recognise merits, which however deserving, were not such as to justify the award of the highest degrees. The Lieut.-Governor however could not be induced to view the matter in this light, and he very rightly refused to countenance the project. And it must be admitted that the creation of an Honorary Degree in the Faculty of Science was hardly called for. In comparison with the other Indian Universities the Punjab University has a great variety of Honorary Degrees to bestow, and it would be a pity to multiply these varieties. With regard to the creation of the lower Honorary

Degrees of Master in the various Faculties, the conferring of these degrees without examination would, according to ideas prevailing in Indian Universities, possibly give rise to considerable opposition; and would tend to cheapen the honour of receiving an Honorary Degree from this University.

Coming to the Calcutta University, we find that Act XXI. of 1875 authorized this University to grant Honorary Degrees; but this was repealed, and by Act I. of 1884 it was enacted that:—"If the Vice-Chancellor and not less than two-thirds of the Syndicate of the Universities at Calcutta, Madras and Bombay recommend that an honorary degree be conferred on any person, on the ground that he is, in their opinion, by reason of eminent position and attainments, a fit and proper person to receive such a degree, and their recommendation is supported by a majority of those present at a meeting of the Senate and is confirmed by the Chancellor, it shall be lawful for the Chancellor, Vice-Chancellor and Fellows to confer on that person the degree of Doctor in the Faculty of Law, without requiring him to undergo any examination."

The Calcutta University confers the Honorary Degree of D.L., and the four Honorary Doctors of Law are His Royal Highness the Prince of Wales, Professor Monier Williams, the Rev. K. M. Banerjea, and Mr. Rajendrala Mitra—all of whom received their Honorary Degres in 1876.

The Bombay University confers the Honorary Degree of LL.D. under the Act above cited; and the three recipients of this Degree are the Marquis of Ripon, on whom it was conferred in 1884 prior to his embarkation for Europe; Mr. William Wordsworth, C.I.E., who received the honour in 1890 and who is well known as an Educationist in the Western Presidency; and Sir Raymond West, of the Bombay Civil Service, who was selected in 1892.

The Madras University, though empowered by the same Act to confer an Honorary Degree in the Faculty of Law, has not as yet exercised this privilege; and many indeed are the surmises as to the reasons which have induced the Southern University to refrain from bestowing any honorary academic favours.

With regard to the Allahabad University, it is prescribed in Section 15 of the Allahabad University Act of 1887 that:—"If the Vice-Chancellor and not less than two-thirds of the other members

of the Syndicate recommend that an honorary degree be conferred on any person, on the ground that he is, in their opinion, by reason of eminent position and attainments, a fit and proper person to receive such a degree, and their recommendation is supported by a majority of the members at a meeting of the Senate and is confirmed by the Chancellor, the Chancellor may, on behalf of the Senate, confer on that person the degree of Doctor of Laws without requiring him to undergo any examination."

The only recipient of this Degree is Sir Douglas Straight, who recently retired from the High Court Bench of the North-West Provinces, and who is now Editor of the *Pall Mall Gazette* at London.

The question naturally arises whether or not the Indian Universities have utilised with discretion their power of conferring honorary academic honours. It is evident from what we have stated above either that the Punjab University has been too liberal and the other Universities too sparing or that the reverse has been the case.

THE TRICHINOPOLY COLLEGES.

The two colleges, situated at Trichinopoly, have recently attracted special notice by reason of the oft-repeated statement that the Government College at Kumbakonam in the Tanjore district suffers owing to the competition of these mission institutions with that once flourishing educational establishment on the banks of the Cauvery. The last annual reports therefore of St. Joseph's College, and the S. P. G. College, Trichinopoly, are of more than ordinary interest.

The gigantic scale, on which the operations of St. Joseph's College are carried on, may be gauged from the fact that the College Department on 31st March last had 320 pupils on the rolls while the various school departments had 1,467, giving a grand total of 1,787. The point however which most arrests one's attention is that the Tanjore district contributed 109 pupils to the college department while the Trichinopoly district contributed 90 pupils. The great Roman Catholic Mission College of South India had more

than one-quarter of its pupils classified as Native Christians, as may be seen from the following statement:—

Europeans and Eurasians	14
Native Christians	495
Muhammadans	39
Brahmans	873
Non-Brahman Caste Hindus	362
Panchamas	4
	1,787

The interests of the Native Christians, as seems meet and proper in a mission college, appear to have received much attention, for during the year under report a hostel was established for supplying the Christian day scholars with meals, "so that," to use the words of the report, "they come at 6 A.M., and leave at 6 P.M.; get all their meals here and are furnished with a place of quiet during the day out of class hours for study." The Brahmans had a hostel, which is said to have worked well; while the next report will include an account of a similar establishment for Sudras.

At the F.A. examination 28·5 per cent. of the candidates passed, the Kumbakonam College percentage having been 43·2. The percentages for all branches of the B.A. examination were favourable, except in the case of English. The report does not mention the percentage for this branch but says:—"English alone, by one of those chances of war that will, at times, occur, has failed to maintain its rank among the B.A. subjects." At the Matriculation 50 per cent. of the candidates passed against a general average of 30·7. No promotion examinations were held, these being considered unnecessary. Apparently promotions were made on lecturer's reports on individual students.

The total cost of the College during 1896-97 amounted to Rs. 85,253, towards which fees contributed Rs. 31,800 and subscriptions Rs. 1,385. The Acting Director of Public Instruction, Madras, considers that "the efficient administration of the College is creditable to the Father Rector, the manager, and the staff of professors and assistants."

The S.P.G. College is worked on rather a smaller scale. The report only deals with the College and no mention is made of the schools maintained by the S.P.G. in different parts of Trichino-

poly. There were 227 college students on the rolls against 177 during 1895-96. Their classification was as follows :—

Native Christians	29
Brahmans	183
Non-Brahman caste Hindus	14
Muhammadans	1
	227

The classification of students according to their native districts is not given in the report, which is thus deprived of one of its chief points of interest.

At the F.A. examination 48·1 per cent. of the candidates passed. As already stated, the Kumbakonam College passed 43·2 per cent. At the English Language Branch of the B.A. examination the college scored 39·7 per cent. of successes, the Kumbakonam percentage being 28·9. For the second language the percentage of passes for the Trichinopoly institution was 91·3, the corresponding figure for the Kumbakonam College being 71·4. In the Science Division the former establishment scored 64 per cent. of passes against the latter's 68. *Verb Sap.*

The "Caldwell hostel," for Christian students, the "Hindu hostel" for Brahmans, and the colony accommodating about 50 Hindu students and under the management of a Professor, are reported to have worked satisfactorily. The total cost of the College amounted to Rs. 20,705, of which 81 per cent. was met by fees, grants, and subscriptions.

The Proceedings reviewing the report concludes as follows :— "Mr. Malim, who acted as Principal during the greater part of the official year, and the various members of the staff are congratulated on the efficient working of the institution."

DEPARTMENTAL STORIES.

By "Riverside Dweller."

The Percentage Demon.

The Committee of the Hindu College at Dustipore, not being satisfied with the work of the local graduate, who for the modest remuneration of Rs. 75 a month had entered upon the task of

preparing the students of that institution in Bacteriology for the B. A. degree examination, decided on obtaining the services of an European Professor. Accordingly Mr. Bilkins, the favourite pupil of the most famous bacteriologist of the day, was engaged by the Committee on a salary of Rs. 500 a month. Mr. Bilkins was about 28 years of age and was of a decidedly poetic aspect, his eyes having a far-off look in them and his hair being allowed to grow long. For the last ten years of his life he had laboured in the most eminent bacteriologist's laboratory, where he had enthusiastically pursued the wily bacillus, studying its little ways, and devising sundry means for its destruction. No honour, however, could he earn, for the eminent man, who was at the head of the laboratory, appropriated all the glory.

Professor Bilkins (as he has now a right to be designated) landed in the Gorgeous East with many ideas. His opportunity of earning a world-wide reputation had at last arrived. He would, with the aid of his students, investigate a bacillus, whose acquaintance he had made in Europe; he would carefully study its life-history and would discover a method of making that bacillus' existence so uncomfortable that the tiny creature would only be too glad to be annihilated.

On arriving at Dustipore the new Professor of Bacteriology proceeded, as in duty bound, to call on the Chairman of the Committee, a wealthy and influential Hindu gentleman, whose interest in the College of his native town was generally recognised. For the benefit of our readers we give an extract from the conversation, which ensued :—

Chairman.—"The University three years ago put on Bacteriology as an optional subject for the B. A. examination, and the Committee employed a local graduate on Rs. 75 a month, to teach the subject. The results have not been satisfactory. The first year 35·3 per cent. of his students passed, the next year 32·7 per cent., while this year only 29·4 per cent. were successful."

Professor Bilkins.—"I have been told that the Hindu intellect is not adapted to scientific work."

Chairman.—"I dont know about that, for at some colleges the percentage of passes is very high. For instance at the Bogusnugger College 70·2 per cent. passed last year in Bacteriology. It all depends on the teacher."

Professor Bilkins.—"Of course I shall try and instruct the students as well as I can, but a great deal depends on the men themselves."

Chairman.—"But the chief point is for the lecturer to give the students full notes on what the examiners are likely to ask. Examiners vary very much and it is the first duty of a Professor to find out what is likely to be asked at the examination. If this is not done, a high percentage of passes is impossible."

At the suggestion of the Chairman, Professor Bilkins then drove to the College to take over charge of the Bacteriological chair from the local graduate, who did not seem much oppressed by the prospect of losing his Rs. 75 a month as a teacher, having secured an appointment on Rs. 15 a month in the Collector's office. The Professor experienced rather a jar, when he was shown the lecture room with its bare white-washed walls, its dingy benches and its dilapidated desks. But he felt a perfect shock run through his system when the local, in reply to a question about the Bacteriological laboratory, informed him that such a thing not only did not exist but was considered unnecessary. The paper work, the local explained, at the B.A. examination paid well but the practical work did not—in fact, out of every 100 marks 70 were awarded for paper work and 30 for practical work, and it was next to impossible to score in the latter. At the Bogusnugger College, which at the last examination had secured the highest percentage of passes, the students never even troubled about appearing for the practical test. They had made all their marks in the paper work.

Professor Bilkins set to work to remedy the state of affairs just described. Fortunately the Collector of the Dustipore District was of a scientific turn of mind and showed much interest in theProfessor's intended researches. Consequently the latter's requests to the Committee for a laboratory and apparatus were readily complied with. The Professor himself presented the new laboratory with certain appliances at his own cost and matters seemed to be arranging themselves satisfactorily as regards the coming world-wide reputation.

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Three months after the Professor had commenced work he was met by a deputation of his students, the spokesman being one of the failed candidates of the previous year.

Professor.—" Well, gentlemen, what is it ?"

Spokesman.—" We have come, Your Honor, to beg you to reconsider our work in Bacteriology. Your Honor has compelled us to daily work in the laboratory for two hours. It sometimes takes us days to find out a fact, which Your Honor could tell us in five minutes. Further, Your Honor has employed us in assisting at Your Honor's private investigations, which cannot possibly form the subject of questions at the next examination."

Professor.—" Surely, gentlemen, it is better for you to find ou facts for yourselves than for me to dictate them to you. As for my researches, would it not be a glorious thing if within these walls our investigations conclusively proved what I have always suspected, namely, that the bacillus, which is the cause of *cacoethes scribend* in man, produces rabies in the dog, rearing in the horse, kicking the ass, butting in the ox, and caterwauling in the cat ! "

Spokesman.—" We all thought that, when Your Honor ca here, we should have a better chance of passing the B.A., especial as we heard that this being the jubilee year, the examination would be made more easy. There are several vacancies, which will occur in the Collector's Office shortly after the next B.A. results are published, and if we pass next time, the Collector will give us preference in filling up the posts. "

Professor.—" You surely don't mean to say that you are studying Bacteriology in order to qualify as Clerks in the Collector's Office ?"

Spokesman.—" Oh, no, we should be sorry if Your Honor thought that all of us wanted to be clerks in the Collector's Office. Some of us wish to enter the Registration Department ; others, various other Government Departments ; while some of us want to be vakils. "

Professor.—" I am afraid, gentlemen, you have not recognised the dignity of scientific labour. I decline to alter your work. Good-day."

The deputation withdrew crestfallen and for the remaining months of the academic year the laboratory of the college was the scene of much unwilling research. However all things come to an end and so did the academic year. The University degree examination began and ended ; and in a month the results were published.

The Dustipore College passed 26·4 per cent. of its candidates in Bacteriology, the Bogusnugger College again heading the list with 72·6 per cent. of passes.

The annual meeting of the Committee was held a week after and we give an extract from the Minutes of the Proceedings:— "The Committee deeply regrets that, in spite of the large increase in expenditure on Bacteriology, the percentage of passes in that subject again fell. The Committee will refrain from censuring Professor Bilkins as probably his want of familiarity with the local B.A. examination was to a certain extent responsible for the disastrous results on the last occasion. The Committee desires to impress on Professor Bilkins the necessity for doing his utmost towards bringing up the percentage of passes in his subject to at least sixty per cent." To tell the truth, it was the Collector's friendship for the Professor which deterred the Committee from administering to that gentleman a much sounder wigging.

The local bi-weekly journal (*The Dustipore Rag*) now opened fire on Professor Bilkins, charging him with gross neglect of duty, and with sacrificing his students for his private ends by making them assist at his investigations. As the Editor found that a good deal of copy was forthcoming on this subject he continued battering the Professor for several months.

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Five years have now passed since the B.A. examination, referred to above, was held. Professor Bilkins is still at the Dustipore College and he has made an Indian reputation as a splendid educationist. At the last B.A. examination the Dustipore College passed 77·3 per cent. of its candidates in Bacteriology, which was the highest percentage in that subject; at the examination previous to this the percentage was 68·6. A grateful Committee has raised the Professor's salary to Rs. 750 a month. He is in great hopes of doing better next year; he has found out that Messrs. Brown and Robinson are the examiners and he is carefully going through various papers contributed by these eminent men to different scientic journals with a view to familiarising himself with their fads. As the bacillus of *cacœthes scribendi* is not a favourite one with Messrs. Brown and Robinson, the Professor will not trouble his students with this unimportant animalcule. His students have

full confidence in the Professor dictating to them everything which is likely to be asked at the examination. They are also sure that their time will not be wasted with practical work, for it is known it does not pay, or with assisting the Professor in his researches, for he has given up such vanities. He is too busy writing up his lectures to suit the examination papers of Messrs Brown and Robinson.

ON THE TEACHING OF ENGLISH COMPOSITION.

In the progress of every art there must come a time when those who are most interested in the practice of it will seek to place it on a scientific basis, and its fundamental principles being discovered it will soon pass with modifications and improvements from the region of the empirical into that of practical science. The ar[illegible] of education seems now to have reached this stage of its evoluti[illegible] Psychology and Ethics have furnished certain general princi[illegible] and though in laying down these we can scarcely be said to [illegible] reached (possibly we can never reach) finality or completeness [illegible] such principles as have been discovered have been sufficient to le[illegible] to orgainsed methods of instruction. The systematised efforts n[illegible] being made to advance the study of child-nature by the establis[illegible] [illegible]f societies and laboratories for the investigation of child-[illegible] are hopeful indications of the possibility of a further [illegible]t of the scientific side of education and consequent [illegible]nts in educational method.

[illegible]t is also just possible that we have not much more to learn [illegible]e of principles so far as these are derived from psychology; [illegible]r further knowledge experiment and observation may yield [illegible] only help us towards a more fruitful *application* of known [illegible]es, which, as we all know, is a matter of peculiar difficulty [illegible]unt of the differing individualities of children. But what-[illegible]rogress we have made in principle, to all who are interested [illegible]art of teaching all contributions to educational method must at [illegible]es be welcome and worthy of the best consideration, especially [illegible] they come from eminent educationists and run counter to [illegible]ethods in vogue.

In a recent issue of the *Educational Times* is published a

lecture* delivered by Mr. Francis Storr, B.A., at the College of Preceptors on the teaching of English Composition. In it he advocates in opposition to existing methods the absolute divorce of English Grammar from Composition. Their time-honored union must now be severed and the teaching of Composition must henceforth proceed without the help of Grammar. He quotes from recognised text-books to prove that it is generally held that "Composition and Grammar must be taught together," and against this doctrine he now wishes to enter an emphatic protest supported by arguments from theory and practice. I propose to give below a brief *resumè* of his lecture with such comments on it as occur to me, and further to consider the applicability of his method to Indian schools.

"We are coming," Mr. Storr says, "to see more and more clearly that the end and aim of all mental discipline is to train boys first to think and then to express their thoughts in speech and writing, . . . that a pupil though he may have passed the Prelimin-[illegible], Junior, Senior and Higher Locals, is still a failure if he has [illegible] learnt to think and to express his thoughts." If this end [illegible] can be achieved without the aid of Grammar let us sever the [illegible]ter from its connection with Composition. As an exercise in [illegible]pressing thought Grammar is of no value. Practically we never [illegible]ink of grammatical rules when we write a letter or a lecture, and the majority of public-school men have acquired the art of composition without ever having seen an English Grammar. Wha[illegible] the use of Grammar? "Merely," says Mr. Storr, "to [illegible] coin to the counter," and to point out to little vulga[illegible] errors. This is his practical argument. Now it must b[illegible] that a great many persons do acquire the art of Com[illegible] Mr. Storr defines it without ever having studied Gramma[illegible] as he explains, is due to the fact that Composition is an art [illegible] not by rule, but by imitation. "It is by imitation alone tha[illegible] learns to converse, and his conversation will be correct or i[illegible] elegant or vulgar, according as he has been conversant w[illegible] bred or ill-bred people."

The acquisition of the art would seem then to depend on the kind of society or home in which a boy is brought [illegible]

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* This lecture was extracted in the June number of the *Indian Journal of* [illegible]*tion*—Ed.

kind of people he meets and converses with every day. This cannot be denied but it would follow that a very essential part of the process of education will be the correction of errors into which boys have fallen through bad example. Now I have no wish to pose as a person of democratic tendencies, but I confess I feel a sympathy for the "little vulgar boy" less fortunate than his more gentlemanly compeers who live and move and have their being in a more refined world. If little vulgur boys present themselves to be educated, as the vast majority of them do nowadays, I conceive it to be the duty of the teacher to nail, for their sakes at least, the bad coin to the counter; and I have no doubt that an elementary knowledge of Grammar skilfully and suitably applied will be a valuable aid in enabling children to avoid the numerous pitfalls and snares that lie hidden among the idiosyncrasies of the English tongue. Again, a great many people are able to argue with tolerable accuracy without ever having opened a book on Logic, yet the study of Logic is recognised as a very valuable instrument in developing and sharpening the reasoning powers, and enabling people to detect and avoid fallacies. But being a pre-eminently abstract science it is not begun till a late stage in education, nor is the practice of it or of acute argumentation required early in life. Similarly it may be argued the abstract nature of Grammar forbids its being taught before a certain age. This leads us to Mr. Storr's theoretical argument which he supports by a quotation from Bain. "It is futile," says Bain, "to begin teaching Grammar before the age of ten at earliest." "It is the worst economy to anticipate the mind's natural aptitudes for any subject; and the aptitude for Grammar in its true sense does not exist at eight or nine years of age." But all depends on how Grammar is taught. If it is to be dealt with in a scientific way it cannot of course be begun early. It is indeed, as Sully points out, one of the most difficult problems in education to determine in the order of abstractness the proper position of Grammar *in its more logical aspects*, and fix the exact time at which it should be introduced into the school curriculum. To settle the latter point we need to know more of the early development of the mental powers, and it is hoped that the psychological investigations referred to in the beginning of this paper will soon help us to the attainment of this knowledge. At present we are in a position to speak of a particular order of development of the faculties and the conceptual and

generalising faculty which is needed for the study of grammar occupies a somewhat advanced position in the scale. But in fixing an order of development we do not mean that faculties sprout up suddenly and manifest themselves at particular ages in the life of the child. Here as elsewhere in Nature the law of continuity holds good. The faculty of abstraction and generalisation though it presupposes a certain amount of sense-development and the acquisition of language shows itself early in life. "Children it is commonly said," says Sully, "delight in the concrete and find abstraction arduous and distasteful." Nevertheless it is certain that they spontaneously occupy their minds in discovering resemblances among things and in the more simple kinds of generalisation. There is indeed a real intellectual satisfaction in discovering similarities among things. A young child's face may be seen to brighten up on newly discovering some points of similarity, *e. g.*, where a boy (26 months old) watching a dog panting after a run exclaimed with evident pleasure, "Dat like a puff puff (locomotive);" or (to quote an example from my own experience) when a little three-year-old asked his mother if angels laid eggs, adding by way of explanatory comment that they had wings like hens. As an instance of more abstract thought I may mention the case of a little girl, aged four, who when asked how far a friend lived from her house described the distance as "plenty of far and little of near." It is easy to multiply examples of this kind, and we are all familiar with the spontaneous inductions and queer analogies and generalisations that characterise the utterances of children. Now I do not maintain that Grammar "in its more logical aspects" should be taught at an early stage. This in fact is not possible. But I hope I am not committing myself to anything very egregiously absurd in holding that if children are capable of forming simple generalisations there is no reason for considering them incapable of comprehending elementary Grammar treated in a concrete practical way. There is no absolute necessity, it is true, for introducing them to the subject before the age of ten because, as Bain puts it, "there is abundant occupation" for them "from six to nine years in knowing words and in getting sentence forms impressed on the memory, &c." But there is no psychological impossibility either, precluding a very elementary treatment of the subject. Admitting however that it should not be taught before a certain age there is no reason why when it is

begun it should not be brought in to help not only vulgar boys but other boys as well to avoid errors in writing.

Passing now to the constructive part of Mr. Storr's argument we find that he begins exercises in the subject with the *reproduction of short stories* to be succeeded by *precis* writing. I am not quite sure if children who are just beginning their practice in composition will be equal to the work of analysing a chapter of English History or a Science lesson. The writing of a *precis* in the true sense can only come later on after their minds have developed more fully in the direction of the analytic faculty. They may be able to say what a story is about or mention a few facts in a chapter of history, but to write a true analysis postulates a little higher development than we can expect to find at this stage. The next step is *imitation* as a transition to original composition—the direct imitation of passages from standard authors with which the pupils have become familiar in their reading books. Presumably the pupils have now acquired the ability to write correctly and have to turn their attention to formation of a style. Undoubtedly where originality of style is not possible or aimed at the best course is to imitate the manner and style of the best writers; but in the teaching of English composition it seems more desirable at the beginning to allow each pupil to pursue his own natural way. Imitation will crush originality, and should be resorted to only when the teacher is satisfied that it is necessary. Under *Original Composition* or essay writing, Mr. Storr has some valuable suggestions to make. The advisability however of including moral problems among the subjects for composition is somewhat problematical.

Lastly two subsidiary forms of composition are recommended —*paraphrase* and *verse*. I quite agree with his remarks on the former. Whatever may be said against it from the point of view of the poet, it has certainly much to recommend it from the standpoint of the teacher. It is useful both as a test of intelligence and an exercise in composition. Practice in verse-making is proposed with some diffidence, and very naturally too seeing that the world has for ages subscribed to the doctrine *poeta nascitur non fit*. It would, I venture to think, be a mere waste of time to permit pupils to indulge in this species of luxury, and it would be extremely hard on the teacher to inflict on him the task of wading through sheets of vapid doggerel merely on account of the bare possibility of finding among

his pupils some *rara avis* with the germs of poetic genius. If there is a budding poet among them—an embryo Milton or Shakespeare —we may be sure he will without any help from the teacher discover his vocation, and in the fulness of time give the world the benefit of his inspiration, and fulfil his destiny. Consistently with the doctrine it inculcates the lecture concludes with a word on the personal influence of the teacher in forming the style of the pupil. It is necessary that the teacher should be in accents, language, style a model worthy of imitation, and be able to inspire his pupils with his own modes of thought and expression. The method proposed by Mr. Storr in this lecture differs from those in vogue in three points:—

(1) in its main doctrine—that Composition should be taught without Grammar;

(2) in the importance given to oral composition as a preliminary to written;

(3) in the introduction of verse-making as a subsidiary form of composition. These new departures in educational method have yet to stand the test of experience.

I propose now to pass beyond the scope of the lecture and consider the applicability of the method advocated to Indian schools, in other words, to the teaching of composition to pupils to whom English is a foreign tongue. There is manifestly a difference of conditions here and one might argue *à priori* from this fact to a difference of method, but practice might belie theory. A little consideration however will show that *à priori* inference can be justified.

In teaching Composition without Grammar particular importance is attached to the ability to converse acquired by boys at home or in social intercourse. In fact it is this that renders the method at all practicable. But in Indian homes and in Indian society this conversational factor is wanting. Our Hindu lads converse at home, in society, in the school, and in the play-ground almost entirely in the Vernacular. They lack the advantage—an essential condition for the plan advocated—of constant intercourse with English-speaking people. This presents a difficulty that the English teacher has not to contend with, and though it may be met to some extent by a more extensive teaching of composition *orally* and in conversation than is now in vogue, it yet necessitates the introduction of written composition at an early stage.

On the other hand the Indian teacher has no *idola specûs* to destroy, no personal equations to work out of his boys; wherefore he is more effective as a model than his English confrère. On him alone, or chiefly, must his pupils depend. If the parents happen to be educated they may help their children in the preparation of the daily lessons, but their conversation with them will generally be in the Vernacular. It is evident then from the circumstances of the case that our boys and teachers are heavily handicapped in the learning and teaching of English composition for lack of the conversational factor. The existing practice therefore among teachers in Indian schools is to begin with the construction of simple sentences taught with the aid of translation and comparative Grammar. It is not necessary even here that *formal* Grammar should be previously taught; all that is needed is a simple knowledge of the subject taught through concrete examples, while the teacher will often find Vernacular Grammar a useful auxiliary in teaching or driving home English forms. It would be folly to expect our pupils here to begin with the reproduction of short stories read out to them when they can hardly write a simple sentence. A good course of practice in the construction of simple sentences and in conversation should precede what would be regarded as the introductory course in an English School.

Again we have to take into consideration the fact that our boys *think* in their Vernacular. When therefore they express themselves in English it is only after their thoughts have passed in their own minds through the medium of a translation. I am not sure that this intercalary use of their mother-tongue is not a necessity also with many of our graduates and others who have advanced far in their knowledge of English. The transition through the Vernacular must of course gain in rapidity as the knowledge of English increases and finally become almost automatic, but it must be a long time before this stage is reached and the process of thought is carried on at once in English. Now if this is true the necessity for teaching English in the early stages through translation is evident, and in this method the comparison of English and Vernacular grammatical forms is almost unavoidable. I admit that it may be possible to teach even translation without explicit reference to grammatical rules, provided the pupils have the opportunity of independently acquiring the ability to converse in English by moving in the society

of English-speaking people, but where this is wanting it must be an exceedingly difficult matter to teach English Composition without the aid of elementary Grammar, which in any case may be made to serve as a very useful auxiliary.

The graduated course of English Composition prescribed under first language in the Madras Educational Rules starts in the first form with the reproduction from memory of stories read out twice; next comes the writing of letters descriptive of familar places and events for the second and third forms. This closes the Lower Secondary course. In the High School rules and exercises bearing on Composition are taught, and the reproduction of stories from memory is taken up again, with the expansion of summaries, and forms of address in letter-writing. In the fifth form in addition to the reproduction of narratives and letter-writing we have exercises on the recasting of sentences, and essays from skeletons given. Punctuation and the characteristics of style with original essays and paraphrase form the course for the sixth form.

Under English as second language translation is prescribed through all the forms, Composition being altogether omitted. In all Primary departments and in Lower Secondary departments not attached to High Schools English is treated as *Second* language, while in High Schools having a Lower Secondary department English is taught as *First* language from the first form upwards. This arrangement does not easily fall in with the Composition course laid down, for it requires that pupils who have passed the Primary Examination, who have not yet learnt to write a simple English sentence correctly, and who, judging from my own experience of many years, are scarcely able even to translate a simple sentence in the Vernacular into correct English, should start their training in Composition with the reproduction of short stories read twice, which perhaps is as easy a feat for them to perform as it is to fly. The fact of the matter is that the course we have to follow is one more suited to English than to Indian Schools, and those who are responsible for it have been somewhat oblivious of the difference in the conditions under which schools have to be worked here. It begins in the first place, rather abruptly and at an advanced stage, and I am not sure that it is not susceptible of improvement throughout. Further it does not appear that it has been very successful, for it is a notorious fact that candidates for the Matriculation examina-

tion score very few or no marks at all in the Composition paper. When they do pass in English it is merely through their knowledge of Grammar and the recasting of sentences on which they have no doubt in the course of their preparation rung all the changes in their completeness and variety with the aid of the numerous 'General English' Manuals that a considerate world has provided for their special benefit. It is evident that our boys whose mother-tongue is not English, cannot start their course in Composition with the reproduction of simple stories.

There must be a preliminary training which should include the teaching of the names of familiar actions and objects and frequent *conversation* lessons side by side with object lessons and translation. In this way to some extent may be furnished the previous colloquial knowledge of English with which the English boy comes to school; and these conversation lessons together with oral composition of graduated difficulty may with very great advantage be continued through the whole course in the High School by the side of written composition. I feel sure that if greater prominence is given than now is to conversation and oral composition in our schools our pupils will by the time they are qualified to enter on a University course have acquired a fair command of English and that our over-burdened teachers will be, to some extent at least, relieved of the atrocious productions that now pretty often go nigh to plunging them in despair.

One word in conclusion. It is a prime necessity that the teacher should, in addition to a command of the Vernacular, have a knowledge of English that is characterised by fluency and accuracy, and purity of accent. The first of these requirements confines us almost exclusively to the employment of natives as Primary school teachers, but it rarely happens that the second is possessed by the class of men who are available for the lower rungs of the profession. The only course open to us is to make better men available, and this can be done only by making it worth their while to work in the lower grades. So long as our appreciation of those to whom the mental development of children is entrusted during the most plastic and acquisitive period of their growth is limited to a sum that would be considered insufficient remuneration for men who are entrusted with the growth of crotons or the management of our *cuisine*, we can never hope to effect an improvement in the quality of our

teachers. It seems so strange that while we are so particular about getting the best men for our High Schools and Colleges, we are not so keen about the interests of the pupils of our Primary Schools, forgetting that they need more at this than at later stages of their education the best training and therefore the services of the best men that can be got. I have no wish to blame the existing class of teachers; they are honest and hardworking enough; but for the salaries they get it is impossible to procure the qualifications that we need for proper efficiency. If Managers and the Heads of Schools will lay out more than they do at present on their Primary (and I may add also Lower Secondary) departments in the way of providing them with a better-qualified staff—trained men with a fairly accurate knowledge of English—I feel confident that they will find that the money thus spent will return to them "after many days." To the preacher childhood and youth may have been vanity, but to the teacher they are in the broadest sense the seed-time of life. Let those to whom is entrusted the sowing of the seed look to it that they so sow that they may reap a good harvest.

DOMINIE.

THE NEW CODE FOR EUROPEAN SCHOOLS IN THE PUNJAB.

(*Concluded from our last issue.*)

Provision is made for the reduction of the grants, mentioned in our last issue. Thus, if the amount earned exceeds the income of the school from all sources other than Government grants, it will be reduced by the amount of such excess; boarding fees will not be included in calculating the income of a school. Any grant may be withheld or reduced, if the conditions, already specified, are not observed. Further, if the income of any school from all sources is large enough, in the opinion of the Department, to render the full grant unnecessary for the efficient maintenance of the school, a reduction will be made in its amount.

Chapter III. prescribes the registers which must be maintained by every school in receipt of a Government grant. These are (*a*) the latest edition of the Code, (*b*) an admission register, (*c*)

attendance registers, (*d*) a log-book, (*e*) a portfolio to contain official letters and documents.

Chapter IV. is headed "Transfer Rules." No school is allowed to admit a scholar from another school without a transfer certificate signed by the principal teacher of the school in which the scholar has last been reading. Application for the certificate has to be made by the parent or guardian of the scholar, and it must be issued or refused without any avoidable delay. The only ground on which it can be refused is non-payment of fees. If the certificate is refused, the grounds of refusal have to be stated in writing. A duplicate certificate may be demanded, and must be issued on payment of a fee of one rupee. If a scholar has been expelled from a school for gross misconduct, the transfer certificate must bear the words, "Expelled for misconduct." The certificate, which is given in full, has to state date of leaving, character, payment in full of all fees due to school, standard in which the pupil was reading, a ... of if the certificate is granted at the end of the school year, it ... under mention whether promotion was promised or a standard higher than birth must also be given. No scholar ad... him or her to be qualified the foregoing certificate can be placed ... Inspector. that for which the certificate shows ...s." We print articles 51—68, without the previous sanction of the ...enso.

Chapter V. refers to "Teacher... which comprise this chapter, *in ext*...

SECTION I.—PRELIMINARY.

51. Teachers in Aided Schoo... must be either Recognised Teachers, or ...pil-teachers. Recognised ...chers may or may not hold the Proficiency ...rtificate.

... vacancies occur in the office of teacher, persons who do not fulfil the conditions laid down in this Chapter may, with the consent of the Inspector, be temporarily employed in place of the teachers causing the vacancies.

SECTION II.—RECOGNISED TEACHERS.

53. Recognised Teachers are teachers who have received from the Inspector an official letter, in the form prescribed in Schedule II., recognising them as teachers in a certain capacity.

54. Any person engaged as a teacher in an Aided School at the time when this revised edition of the Code was published, and who had at that time received official recognition as a teacher in some particular capacity, will continue to be recognised as a teacher in that capacity.

55. No teacher shall be permanently employed in any higher section of a school than that for which he has received official recognition.

56. Persons without experience in teaching may, with the consent of the Inspector, be temporarily employed, until an opportunity has been afforded for judging of their fitness for official recognition.

57. The Department will cease to recognise any person as a teacher in any particular capacity if, while acting in that capacity, distinct incompetence is displayed, but before doing so shall allow the teacher an opportunity of explanation.

Section III.—Pupil-Teachers.

58. Pupil-teachers are boys or girls recognised by the Department as having been engaged by the Managers of an Aided School for the purpose of teaching, and of being taught and trained, in accordance with the regula-
...ons given in this section.

...9. Before recognising boys and girls as pupil-teachers, the Depart-
...ll require to be satisfied on the following points:—

will be made chool in which it is proposed to engage them is
for the thoroug purpose; and that proper arrangements can and
for their training ... their efficient instruction in their own studies,

(b) That the boys and supervision of their work while teaching, and
ships— ...n the art of teaching;

(1) are not less than 15 ygirls who are proposed for pupil-teacher-
ment;

(2) have passed the middle ...ears of age at the time of their engage-
second class, and furth...
ficiency in reading, hand... school examination in the first or the
case of girls, in needle-work ...er satisfy the Inspector of their pro-

(3) produce a satisfactory certificate ...writing, and dictation, and, in the
for the work from a Civil Surgeon ... also;
practitioner, and one of good characte... of health and physical fitness
some responsible person; ... other approved medical
...d conduct from

(c) That the Managers enter into an agreement in the terms of the Memorandum given in Schedule III.

Note (1).—The engagement of a pupil-teacher shall begin on the 1st of January. If on that date it is not yet known whether a candidate for a pupil-teachership has passed the middle school examination, he may be admitted provisionally as a pupil-teacher.

Note (2).—It shall be in the power of the Local Government to alter the conditions as to age and the preliminary qualifications specified in clauses (b) (1) and (2) of this Article.

60. The Department is not a party to the engagement, but confines itself to requiring, as a condition of continued recognition, that the pupil-

teacher shall teach, be taught, produce the prescribed certificates, and be presented for examination, in accordance with the terms of Articles 61 and 62.

61. Every pupil-teacher shall—

(*a*) be engaged for three years;

(*b*) teach a class daily (except on holidays) for not less than two, and not more than four hours, under competent guidance and supervision;

(*c*) give a specially prepared lesson once a week before the principal teacher (or some other competent teacher), who shall criticise the lesson. The pupil-teacher's notes and the principal teacher's remarks on the lesson to be preserved for the Inspector's perusal in books specially kept for the purpose;

(*d*) study for at least two hours daily (except on holidays) under the personal supervision and guidance of a duly qualified teacher.

62. In order that a years's service may be approved by the Department, every pupil-teacher will be required—

(*a*) to produce, before beginning the work of the year, a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other approved medical practitioner, and also one of good character and conduct. The latter certificate must, in the case of pupil-teachers who have already worked as such for one or more years, be signed both by the principal teacher of the school in which they have served and by the correspondent on behalf of the Managers;

(*b*) to teach throughout the year to the satisfaction of the Inspector;

(*c*) to give, to the Inspector's satisfaction, a lesson selected by him out of three previously prepared by the pupil-teacher. The lesson to be given near the close of the year, but before the date fixed for the High School Examination.

The foregoing conditions having been satisfied—

(*d*) to pass in the following subjects at the High School Examination—

(1) at the close of the first year—in Arithmetic, History, and Geography;

(2) at the close of the second year—in English, Algebra, and Euclid;

(3) at the close of the third year—in a Second Language, and in School Management and the Art of Teaching.

63. Any pupil-teacher who fails to produce a satisfactory certificate of health and physical fitness, and also of good character and conduct, as required in Article 61 (*a*), shall not continue to be recognised as a pupil-teacher.

64. Any pupil-teacher who fails to satisfy the conditions required in Article 62 (*b*), (*c*), or (*d*) will, on the first occasion of such failure, be permitted to continue working as pupil-teacher, but will in the following year take up the same studies, and be presented for examination in the same subjects,

as in the year in which the failure occurred, that year not being reckoned as part of the three years' engagement. Any pupil-teacher who fails to satisfy the conditions required in Article 62 (*b*), (*c*), or (*d*), a second time in the same stage, will cease to be rcognised as a pupil-teacher.

65. For each pupil-teacher who satisfies the whole of the conditions required in Article 61 and in Article 62 (*a*), (*b*), and (*c*), the Managers of the school shall receive a grant as follows:—

	Rs.
At the end of the first year's course	50
At the end of the second year's course	75
At the end of the third year's course	100

If the conditions specified in Article 62 (*d*) be also satisfied, an equal amount shall be paid to the pupil-teacher.

The grants payable to Managers on account of pupil-teachers shall be paid, even if the latter fail to pass the examinations specified in Article 62 (*d*).

66. The number of pupil-teachers to be employed in any school shall not, except with the special permission of the Department, exceed one for every 35 scholars in average daily attendance; nor shall it exceed three for the principal teacher, and one for each qualified assistant teacher.

67. A pupil-teacher is perfectly free in the choice of employment after the completion of his apprenticeship. If he wishes to remain a teacher he will receive recognition either as the principal teacher of a primary school, or as an assistant-teacher in the middle or the primary section of a school.

Section IV.—Proficiency Certificates.

68. A certificate of skill and ability as a teacher (hereinafter styled "Proficiency Certificate") will be issued by the Department, in the form prescribed in Schedule IV., to any recognised teacher who, having passed either the Middle School Examination, or any other examination which, in the opinion of the Department, is not inferior to it in point of difficulty, shall further—

(*a*) have taught a class (or classes) for two years to the satisfaction of the Inspector;

Note.—Neither the class-teaching of a training-college student nor that of a pupil-teacher can be accepted for the purpose of this test, as such teaching is done under constant guidance and supervision.

(*b*) have given before the Inspector, and to his satisfaction, two lessons selected by him from a list of five previously prepared by the candidate;

(*c*) have gained 50 per cent. of the possible marks in the paper on "School Management and the Art of Teaching" at the High School Examination.

Note.—The possession of this certificate does not entitle the holder to teach in any higher section than that specified in his Letter of Recognition.

Chapter VI. "Training Colleges," is *non est*, the subject being still under consideration. It is to be hoped a settlement of the matter will soon be arrived at, for it is evident that a supply of trained teachers is almost necessary for the successful working of the scheme for the efficient maintenance of European schools.

Chapter VII. deals with "Building Grants," which may be given to schools receiving maintenance grants for the purpose of erecting, enlarging or furnishing school-buildings, of executing extensive repairs, of paying off (in special cases) debts incurred in erecting or enlarging school-buildings, and of acquiring land for school purposes. Due provision is made for protecting the interests of Government as regards the purposes for which Building Grants are given.

Chapter VIII. lays down the requirements of the Primary, Middle and High School examinations.

Chapter IX. deals with Scholarships and Chapter X. provides for the revision of the Code.

Schedule I. lays down Standards of Examination and Courses of Studies. Schedules II., III., and IV. are referred to in Articles 53, 59 (*c*), and 68 of the Code, printed above. In the Appendix will be found the forms and returns, prescribed by Government, for Aided European schools. It is evident the intention of the authorities to give the Department ample means of learning all that the Code requires should be known about such institutions.

THE CLAIMS OF INDIVIDUALITY IN EDUCATION.*

Just ten years ago, in the Jubilee year, 1887, I read a lecture here on "Fifty Years of Educational Progress." After the retrospect I indulged in a forecast, and spoke of some dangers that seemed to be looming in the future. I affirmed that we need not fear that the desire for education, which had been fairly aroused, would subside; but that there was danger in the tendency to require all men to pass through the same mould and the same gauge. It seemed that Procrustes was bound to have his victims, the dunces on the one hand being stretched beyond their powers, and the geniuses on the other hand stunted to an average capacity.

*Lecture delivered by R. Wormell Esq. D.Sc., M.A., at the College of Preceptors, June 16th, 1897.

THE DANGER OF A PROCRUSTEAN EDUCATION.

I drew attention to this danger in the changed condition of education by describing an analogous change in the philosophy of science. When it was believed that the supply of energy in the universe was being gradually exhausted, men often pictured the end of all things as coming from that ultimate exhaustion. The discovery that energy is transmutable but indestructible was accompanied by the discovery that energy is available for the service of man only in its transformations. If, for instance, all the parts of an enclosed and impervious region had the same temperature, no work could be done between the parts, however high the temperature might be. To get work from heat, we must have bodies of different temperatures. If all the bodies in the universe had the same temperature, there would be neither life nor motion. Similarly, if all men had the same knowledge and skill and exactly similar tastes and temperaments there could be no interchange of ideas, however highly educated each man might be. The theory of the dissipation of energy and the theory of the extinction of individual differences by a Procrustean education are therefore similar and similarly situated, and either of these is sufficient to enable us to see the last man in the dim distance. Hence I pointed out that we ought to resist attempts to produce a dull and dead uniformity by means of education, as we would resist an attack on the life of society itself. Amongst the forms of liberty to be secured the liberty of capacity is not the least important. That combination of laws which we call Nature is allowed at present to assist us by presenting an endless variety as regards natural capacities. To quote from the "Stones of Venice":—"One man is made of agate, another of oak, one of slate, another of clay. The education of the first is polishing; of the second, seasoning; of the third, rending; of the fourth, moulding. It is no use to season the agate; it is vain to try to polish slate; but both are fitted by the qualities they possess for the service in which they are honoured."

It requires but very little reflection to show that one factor of the prosperity of a country must depend on the extent to which individual differences and individual talents, tastes, and powers are developed and utilized. If all were made alike there would be but one excellence, and many would certainly be condemned to uncongenial occupations. As it is there are many excellences. Few there are who could not excel in something, and when each is able to secure that occupation in which he succeeds best, the state reaps the largest harvest from the energies of the people.

Report on the Italian School System.

So much for theory. Evidently theory declares that there is danger in universality. What does experiment say? The *Rassegna Nazionale* recently—that is to say, a month ago—had a very remarkable account of the working of the Italian school system, written by Signor Ajroli, a man of position and authority. He tells us that no country revels so enthusiastically in pedagogy and in educational discussion of all kinds and none is so inefficient in practice, as Italy. "Real education," he, says, "is still at a very low level there, and, as a rule, elementary scholars read badly and write worse, while their brains are muddled with smatterings of science. The Government, in its craze for centralization, has attempted to enforce a single educational programme on the whole country, without any regard for local customs, needs, or interests, while the educational experts insist upon time-tables, &c., being altered with bewildering rapidity, in accordance with the latest educational craze." "Certainly elementary education, 'free, compulsory, uniform, and secular', is not a success in Italy." And I may add it never has been a success anywhere. It may now be asserted, with little fear of contradiction, that wherever Procrustean methods have been tried they have failed to increase the prosperity of the country trying them, and therefore I cannot now say that what seemed to be a rock ahead ten years ago is still a real danger.

Monthly Meetings for Encouragement and Instruction.

Nevertheless, as a principle of method in schools, the need for taking full account of individual idiosyncrasies, and of varying the general treatment as individual conditions demand, is well worth our consideration.

The main purposes of these monthly meetings, I take it, are two—encouragement and instruction. First, that we teachers may encourage each other by taking stock together of the results and difficulties, the plans and prospects, of our work; and, secondly, that the experience which has fallen to the lot of a few may be made available for many. With this view I have accepted the secretary's invitation for to-night. Now we have made some progress in ten years towards a full recognition of the fact that individuality has a claim on our attention. What is the movement for technical education but a consequence of this?

Huxley's Definition of the Aim of Technical Education.

The late Professor Huxley thus described the main objects of the movement:—

"A small percentage of the population is born with a most

lent quality, a desire of excellence, or with special aptitudes of some sort or another. . . . Now the most important object of all education schemes is to catch these exceptional people, and turn them to account for the good of society. No man can say where they will crop up; like their opposites, the fools and knaves, they appear sometimes in the palace and sometimes in the hovel; but the great thing to be aimed at is to keep these glorious sports of Nature from being either corrupted by luxury or starved by poverty, and to put them into the position in which they can do the work for which they are specially fitted. . . . Therefore, as the sum and crown of what is to be done for technical education," says Professor Huxley, "I look to the provision of a machinery for winnowing out the capacities and giving them scope."

Let us look more closely into Huxley's notion that genius should be detected. The question has often been asked, "What forces have acted most powerfully on unfolding genius?" Not a few philosophers have tried to find out how much or how little the recognised apparatus of education has affected in the case of the preternaturally gifted.

Some have traced the influence of the parents, father or mother, others that of the schools. Long lists have been drawn up of eminent men who have distinguished themselves early by their capacity for learning.

Influence of Public Schools.

Lists of public-school men have been arranged, to justify the public-school system and to glorify the schools. Thus one writer, speaking of Harrow, boasts that this school "produced in one half century, among its five Prime Ministers, a Palmerston, a Peel, a Spencer Perceval, and an Aberdeen; and among its statesmen a Dalhousie and a Sydney Herbert; and among its soldiers and sailors a Rodney and a Codrington; and among its poets a Byron and a Proctor; and among its scholars a Parr and a Sir William Jones; and among its divines a Trench and a Manning; and among its common crowd of *alumni* a vast multitude of honourable and useful men." Similar exultations can be declared for other public schools.

Influence of Private Schools.

But Sydney Smith maintained that "the most eminent men in every art and science had been educated in private schools." From the time of Sydney Smith we have had a greater and ever-increasing list of great men who have received all their early education in private schools, and it is not difficult to find support for the view that in private schools individuality is safer of discovery and careful nurture than in public schools.

Failures and Geniuses.

But again, lists longer than any others have presented a terrible array of instances of complete failure. Those whom the schools branded as dunces and blockheads, or expelled as intractable rebels, have subsequently achieved greatness and fame.

But yet a fifth list has been prepared, of the so-called self-taught geniuses, who owe no debt of gratitude to any school system—except that which led them to thank their stars that they were subjected to none.

Shall we say then that genius is independent of educational arrangements, and need not be considered by them? All know this would be a disastrous conclusion. The systems have often succeeded; they have often failed; therefore they need amending; but the right conclusion is that of Professor Sully. He sums up the question as follows: "Does it follow that because the possessor of genius is not well fitted to reap the particular benefits of our pedagogic system he is really independent of educational forces and influences altogether? This is not an uncommon view, and it has much to support it. But such an idea is clearly an exaggeration of the fact. However keen and strong the impulse towards knowledge in a boy, his attainment of it obviously depends on the presence of humanly appointed sources. More than this, it is indisputable that the greatest of men will be the stronger for a wise intellectual and mora[l] guidance in their early years. Would Goethe have been Goethe if, instea[d] of his early home surroundings, with their comparative opulence, the[ir] refinement, their various striking personalities, and their carefully thoug[ht] out plan of education, he had lighted, say, on the environment of Chatterton? It is nothing less than a profound error to suppose th[at] the plant of genius grows into fruitful maturity whether or no the[re are] kindly influences of sun and rain to play upon it. One would rather say that in a sense a boy or girl possessing the divine flame is more subject to the human forces of his surroundings than the ordinary child."

Elasticity Needed.

Hence the points I wish to maintain are that the duty of the school system, as regards the genius, is that the system shall be so elastic as to provide the training which will bring his special power to the highest state of excellence, and the duty of the schoolmaster is to detect the potential genius, that he may be brought within the proper influences. The strongest expressions on education that I know in our language have been framed to condemn want of elasticity in the curriculum. For [in]stance, Mr. Ruskin warns us not to pour one kind of knowledge on one [an]d all alike, like snow upon the Alps, and to be proud if here and there

river descends from their crests into the valleys, forgetting that we have made the loaded hills themselves barren for ever.

Grades of Schools

It is not to be expected that any one school, however large, should present all the variety needed. There must be some considerable range and scope in the studies of each school, but the whole provision that is required by the country can be made only by means of a distribution of subjects and aims. Different groups, grades, or classes of schools should take up different portions of the work, each group having its one specific aim. When this arrangement is complete the claims of individuality may be met. No doubt Gray had reason to believe what he said of undetected potential merit in the lines we all learnt as children—

> Full many a gem of purest ray serene
> The dark unfathomed caves of ocean bear;
> Full many a flower is born to blush unseen,
> And waste its sweetness on the desert air.

But the merits of the gem and the flower will no longer be wasted when the search for them is made everywhere by the trained, skilled and experienced educator.

This leads us to the personal and professional aspect of the case. For this work of selection and discovery the teacher himself must possess that faculty which a botanist or geologist uses when he recognises a distance an unusual appearance, a natural object, a plant, for stance, not seen before—one that suggests new uses—one that requires r its healthy sustenance a particular habitat. I am inclined to think iat a teacher's most essential qualification is the possession of this . It has been my fate at times to try to help intending teachers who, in spite of all aids, have utterly failed from beginning to end. In nine of these cases out of ten the failure has arisen from inability to distinguish individual actions from individual conditions. Such men know when the whole class is listless, inattentive, disorderly, but what particular part in this condition is taken by A, B, or C is never found out. Such a teacher may know there are some in his class who do not understand him, but whether M or N understands him he has not the slightest idea. They have to him no individual existence. It is impossible that such should become successful teachers, for the power to see the individual in the mass and to feel and think with the individual is an essential.

Special Treatment.

Again, we have mentioned the frequent failure of the schools to meet the needs of the potential genius. What does this show? T

even when, by accident or by the exercise on the part of some one of that faculty we have just described, the genius has been detected, something more is needed. He often requires very special treatment—very special care. His exceptional powers in some matters may have been produced at the cost of great defects in other matters. His furious appetite for some kinds of learning may be accompanied by a feeling that the subjects at which the boy of mediocre parts will work uncomplainingly are galling and insupportable impositions. In fact, the unfolding genius often needs to be protected against himself by the exercise of both tact and care.

> Great wits are sure to madness near allied
> And thin partitions do their bounds divide.

The Over-Sensitive.

Geniuses and many others who are not destined to become geniuses are often over-sensitive. What are we to do with the over-sensitive? Harden them? If we had a scholar known to possess a valvular weakness of heart should we send him to compete in the long races, with the view of strengthening his weak organ? Would not a verdict manslaughter rightly follow such a course? We may draw an anal between this and the other kind of morbid sensitiveness.

Within the last few days the daily papers have expressed lay opini on a case of schoolboy suicide. Such correspondence is generally m amusing than edifying, but there is one out of the many letters wh seems to me to be dictated by sound sense, and hits the very "bull's-e of my contention. The writer asks: "How far is it possible to sa super-sensitive boy from the consequences of his own organiza What chance is there, under a public-school system, for the boy w whatever reason, is 'singular', as compared with the average and conventional type of British youth?" In answering these questions, the writer first acknowledges the good features of the public schools. He says: "No one but cranks will deny that, on the whole, our public-school system has been justified of its children. It has produced a manly self-reliant race, simple, straightforward and truthful, modest and clean-minded, with a holy abhorrence of cant and rant, and an uncommonly clear—almost a petulant—perception of character. These results are due to a system which creates independence by giving responsibility, and enables men to belong to a governing race by teaching them to govern themselves and one another." The writer then shows how the influence of the headmaster may prevent this governing power from being abused and made irksome to abnormally constituted individuals. He says: "It depends absolutely and entirely upon the chief what is the character of the prefects,

and, therefore, that of the school at large. The prefects, who come nearest to him, are quick to catch his manner, his sympathies, his influence, and become, in their way, reproductions of his personality. Everyone can see that if a dreamy, nervous, melancholy boy is allowed to go from bad to worse before the eyes of his schoolfellows, some imputation must rest upon the prefects for their lack, not only of good feeling, but of common sense." This I am convinced is the righteous view. There must be an eye to discover over-sensitiveness, and there must be a resolution emanating from the head, but permeating the prefects and all in authority, to prevent all malevolent sporting with this peculiarity.

A Weak Faculty may be Nursed into Strength.

But the prospective genius is having too much of our time. Let our thoughts become more general, and especially take in those who have any given faculty in less than normal or average strength—so little strength, for instance, that it certainly can never be made remarkable. Does the fact that a particular faculty exists only in the merest germs relieve the schoolmaster of the duty of fostering and cultivating it? The special d careful nurture of a weak plant that nevertheless may be designed fill a particular place in the general economy is the demand of indiuality in such a case. Take music as an illustration. Some persons e good ears and good voices; some without training would never be le to see any difference between "God Save the Queen" and "The Hundredth," and never to reproduce a note of given pitch. Yet in kshire I have often heard the children of a very large school almost out exception singing accurately and with expression from sight the patient teaching and leading of Tonic-sol-fahists. It has then l to me that that system has set an example with regard to the development and general treatment of a weak faculty. The key of the success lies in connecting individual attention with collective exercise. The same method is sometimes found in art. I have heard persons say: "I could not draw a stroke until So-and-so took me in hand."

The Religious Faculty.

There is another faculty in regard to which individuality presents a two-sided claim. It exists, naturally, in different persons with very wide variations of intensity, but, in most cases, by attention to the individual conditions it may be developed. It manifests itself by reverence for good, noble, and holy thoughts and for sacred thoughts and things, by a spirit of devotion and by certain qualities which bring to their possessors much calm contentment and power of endurance, and make a man or woman having them a perpetual source of happiness to others. I shall

not be misunderstood if I call it the religious facu... of the influence and happiness of life are dependen... I have no doubt it is the schoolmaster's duty to cultiva... pupils. Probably, in most cases, he may not be required ... the particular form its application is afterwards to take, any... he is required to consider, when he begins his labours to awak... gence, the particular occupation or profession in which the pup... apply that intelligence. But *he* will have a very lame notion of ... duties who tries to send out creatures in other respects intelligent bu... absolutely lacking reverence and devotion. But the due cultivation of this faculty requires a double attention to individualities. In the first place, the individual differences as regards the faculty are so wide that no wholesale treatment will be sufficient. In the second place, the time and circumstances must be suitable, and the treatment really called for, and not forced; so that this work cannot be wholly placed in certain fixed squares of the time-table.

A suitable occasion for the teaching may crop up in any lesson on any subject. I may mention an illustration which has for nearly forty years served me as a kind of pattern. In 1859 I was one of a class studying formal logic. No subject surely could, in its nature, be less likely to encourage the kind of lesson we are considering; yet the opportunity came. The correct forms and modes of hypothetical syllogisms had been considered, and a number of examples of fallacious reasoning had been collected from known authors. Then, at the end of the lesson, the principal's manner and tone of voice were altered, and we all knew something more serious was coming. He said there was a hypothetical syllogism drawn correctly in the last three verses of the sixty-sixth Psalm. He asked: Why did not David state the conclusion? The answer was sought in other passages of the Psalms, and then the lesson ended with a quotation from Old Thomas Fuller:—

I find David making a syllogism in mood and figure. Two propositions he perfected:—

"18. If I regard wickedness in my heart, the Lord will not hear me.

19. But verily God hath heard me, he hath attended to the voice of my prayer."

Now I expected that David should have concluded thus:—"Therefore I regard not wickedness in my heart." But far otherwise he concludes:—

"20. Blessed be God that hath not turned away my prayer, nor his mercy from me."

Thus David hath deceived, but not wronged me. I looked that he should have clapped the crown on his own, and he puts it on God's head. I will learn this excellent logic, for I like David's better than Aristotle's syllogism, that whatsoever the premises be, I make God's glory the conclusion.

at in that class there was not one who felt the of place, and there was no one whose feelings of evotion were not stimulated by the manner and matter of n.

WOMEN'S EDUCATION SPECIAL.

e just time for reference to one other claim of individuality, y, the special claim of women. The gifts and graces of men and ien differ. There is no need to weigh them one against the other. ne task would be as difficult as that of instituting a comparison between the services which great poets and great painters render to their countrymen. It is sufficient to know that the world is richer than it would be if both these services were welded into one, and it is the richer when women have free scope for their special powers, and when education aims at developing the special faculties they have received, not for themselves, but for humanity—treasures of tenderness, sympathy, reverence, faith, and purity. To women great ideals are natural. They have capacities for teaching, training, and elevating beyond anything we have hitherto used. Let us develop and utilise their precious endowments.

CORPORATE UNITY AND INDIVIDUAL FUNCTION.

Thus you see I am advocating two kinds of elasticity, the first secured by dividing the work of education amongst schools of different types and grades, and the second by permitting the customs, methods, and courses of each school to take account of individual needs and conditions. My suggestions in no way tend to disturb the unity of our great and increasingly important profession. Let us have corporate unity by all means, but corporate unity together with individual function. It is the latter that will preserve the necessary variety. It is the latter that will maintain the availability of the talents of the people, and will avert the peril of an equally diffused, and, therefore, unproductive civilization.

I have one concluding remark to make on the second point, namely, the encouragement of insight into individual temperament. I admit that the best rewards of this subtle craft will not be found in measurable results and marketable achievement. They cannot be tried by direct and present tests, but will be seen in the life of the coming age. Yet I firmly believe that he is happiest in the work of teaching who does not pine for immediate results, but will be content if he finds what he has cast upon the waters after many days.—*The Educational Times (London).*

REVIEWS OF EDUCATIONAL PERIODICALS.

The July number of the *Journal of Education* (London) contains several articles of much educational value. In "Object-Lessons; their Uses and Abuses" Mr. H. C. Bowen discusses this interesting subject. While strongly advocating the employment of object-lessons, Mr. Bowen pleads for discrimination in their use. The subject is very well handled and most practical teachers will probably agree with Mr. Bowen's views. "The Origin of Romaic and Modern Greek" is a learned disquisition on the subject by Professor Ch. Bougatsos. Mr. H. Bompas Smith has a vigorous say on "The Moral Training of the School Boy." Of course a good deal of Mr. Smith's article is inapplicable to the Indian school-boy, but, if what is applicable to this product of recent years could be practised on him, we have no doubt the results would be extremely beneficial. "'Tom Jones' as a 'safe novel'" implies a general protest against the mutilation of novels to make them suitable for perusal by blushing damsels and unblushing school-boys. An interesting description, which is more of a character-sketch than a diary, is given of the French teachers' recent visit to London. The writer has managed to see things through the visitors' spectacles. They seem to work harder in French schools than in English ones but the latter owing to their games and athletics tend to develop the manly side of a boy's nature. The usual notes reviews, etc., are given and the whole forms a most readable issue.

* * *

The *Educational Times* (London) for July contains the report of a lecture by Dr. Wormell entitled "The Claims of Individuality in Education." We extract the lecture elsewhere and commend its perusal to Indian school-masters. The number includes a variety of notes, reviews, etc.

* * *

The *Educational Review* (London) sends us a double number for July and August with a view, we presume, to giving the Editor and staff a holiday in August. There are four original articles, *viz*:—The Aim of Education, by E. C. Tate; Educational Workshops—I. The London School Board; Language Lessons in Belgian Secondary Girls' Schools; and, Women and Culture by Edith G. Wheelwright. There are also two lengthy reviews of books and several shorter ones, notes etc:—The feature however of the double number is the Special Supplement, which consists of illustrated descriptive reviews of books suitable for school prizes. The reviews are more descriptive than critical and these, together with the specimen illustrations, should guide purchasers in

selecting appropriate prizes. The Special Supplement must have had bestowed on it a great deal of thought and trouble and we therefore hope the Editor and staff will enjoy their August holiday.

* * *

We are in receipt of the June numbers of the weekly *Journal of Education* (Chicago and Boston) and find them as usual replete with information suitable for the perusal of teachers and pupils of elementary schools. The issue of 24th June is about double the usual size and is of especial interest. "Cities of the World," by Winship commences with New York; and Miss Root contributes a readable article on the "Italian Quarter in Boston."

EDUCATIONAL NOTES.

The Government of India has decided that, for purposes of retirement, an officer should be held to have attained the age of fifty-five years on the day following his fifty-fifth birthday.

* * *

The death is announced of Dr. David Brown, Principal of the Free Church Divinity College, Aberdeen, at the age of 94. Principal Brown made himself prominent in the disruption of 1843. He was a distinguished theologian.

* * *

It may be interesting to our readers to know that in England, Scotland and Ireland there are six schools of medicine at which women can study with men, four schools of medicine for women only, and six Universities in which they can take the degree of Doctor of Medicine.

* * *

A batch of nearly two dozen Siamese students are on their way to England in order to qualify themselves for different professions.

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It is under contemplation to provide a University hall for women at Aberdeen.

* * *

In the opinion of a distinguished educationist, the defects in the "Pupil-Teacher System" are imperfect preparation, inefficient teaching and premature responsibility, combined with little leisure for study, naturally leading to the cramming from cheap text-books.

* * *

Her Majesty the Queen made the following reply to the address [illegible]nted by the Chancellor of Oxford University at Windsor Castle, [illegible] occasion of the Jubilee.

"It is a great pleasure to me to receive in person your loyal address of congratulation on the completion of the sixtieth year of my reign. The immense progress which has been made in education during the last half century has not only been one of the greatest glories of my reign but as I am convinced has been one of the chief means of effecting the material prosperity and social and political welfare which have been vouchsafed to my people. I am convinced that your ancient university will never decline to the high standard of learning to which it has attained and that under its wise discipline, successive generations of youth will for centuries to come grow up loyal, humane and accomplished citizens."

* * *

The New York Board of Health has appointed 150 medical examiners to examine school children in order to detect and prevent the spread of contagious diseases. The time of examination is limited to one hour a day. The teacher is to select those children who look sluggish or ill, and place them apart from the other pupils. The medical examiner then examines each one of these pupils, and if he finds the least symptom of illness he is sent home. The physicians also investigate the cases of absence where parents have failed to notify teachers of the cause of absence.

* * *

We extract from the annual report of Commissioner Harris the following interesting information regarding payment of pensions to teachers in the various European States. "All the twenty-six States that form the German Empire pay pensions, both to teachers and their widows and orphans. A Teachers' Union in Great Britain, in the form of a mutual aid society, pays annuities to disabled teachers. In Austria the pension schemes vary in different parts of the empire. One example will suffice: The teachers pay annually two per cent. of their salaries, and the first tenth of their first year's salary, as well as the first tenth of every increase. The remainder of the fund is supplied by the State and the communities, Sweden, Norway, and Denmark, and also most of the cantons of Switzerland have recognized the advisibility of removing worn-out teachers. In Russia the teachers in the town schools may also look forward to receiving a pension. Holland has had a State scheme for pensioning teachers since the year 1878, and teachers can claim retirement with a pension, if incapacitated, after ten years of service, or for old age at 65. In Belgium the fund is formed in this way: Two-fifths are paid by the community, two-fifths by the State, one-fifth by the province, and nothing by the teacher. The pension may reach $1,000 a year. In France the salaries of teachers are paid subject to a deduction of five per cent., plus one-twelfth of the first year's salary, plus one-twelfth of each increase for the first year of such increase. This second form of

deduction is productive of great evil. The pension is payable after thirty years of service, the other factor being incapacity or 60 years of age. The amount of pension depends upon the years of service. In Greece teachers contribute five per cent. on their salaries, and the State finds the remainder, in order to superannuate teachers after twenty-one years of service, regardless of age. In Portugal provisions are made for pensioning those engaged in education.

* * *

Mr. Thomas Greenwood, author of "Public Libraries" and Mr. James D. Brown, Librarian at Clerkenwell are engaged in writing a history of the Libraries of London. The authors aim at giving a comprehensive and connected account of every important library in that city.

INDIAN NEWS.

BENGAL.

About 40 representatives from the different colleges in Calcutta met on the 18th July 1897, and resolved to present the Hon'ble Kali Churn Banerji with an address congratulating him on his election to the Bengal Legislative Council to represent the Calcutta University. The chair was taken on the occasion by Babu Probodh Chunder Bose, M.A., Professor, Ripon College, Calcutta.

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Mr. E. Pegler, Head Master, Kurseong Boarding School, is allowed leave for six months.

* * *

A revised syllabus of studies in Geology for higher examinations of the Calcutta University is under consideration by the Syndicate. This scheme has been found necessary owing to Doctor Griesbach, Director of the Geological Survey, having declared that candidates who had taken their degrees as Masters of Arts in that subject are unfit for employment in his department.

* * *

The students of the Presidency College at Calcutta have presented a petition against the admission of girls to this College. The petitioners point out that it is contrary to Indian custom for boys and girls, particularly when grown up, to be thus educated together and remark that Bethune College is specially reserved for girls prosecuting higher education, and that consequently there is no need to open other institutions to them.

It is understood that the Director of Public Instruction has sanctioned the admission of two girls into the Ravenshaw College at Calcutta.

* * *

Of the 21 students of the Bengal Veterinary Institution who qualified last year, no fewer than 13 have been taken into Government employ. This bears out the Lieutenant-Governor's remark that "the veterinary profession presents a new and promising career for young men."

* * *

The furlough for seven months and nine days granted to Mrs. E. W. Stansbury, Head Mistress, Eden Female School, Dacca, has been commuted by Her Majesty's Secretary of State for India to leave on medical certificate, and the leave has been extended to three months.

BOMBAY.

Sir Jehangir Cowasjee Jehangir has been appointed a member of the Board of Accounts of the Bombay University, in place of the Hon'ble Mr. Javerilal Umiashanker Yajnik, deceased.

* * *

From the report of the Hon'ble Mr. Kirkham, the Government Educational Inspector, on the Frere Fletcher School, which recently held its prize distribution, we find that the strength of the school has increased from 54 girls last year to 75 during the current year. These are classified as follows:—Europeans and Eurasians 27, Parsees 46, Jewesses 2.

* * *

The following resolution has been issued by Government regarding the Provincial Civil Service Examination:—

Letter from the Board of Commissioners for the Provincial Civil Service Examination, dated 29th June 1897.

We have the honour to submit, in continuation of our letter of the 10th March 1897, the following report on the First Competitive Examination for the Provincial Civil Service.

2. The examination consisted of two parts, that in obligatory subjects, in which candidates were required to obtain one-third of the total marks assigned to each subject, and that in optional subjects. The first part of the examination commenced on January 6th and ended on January 12th, 1897, and the second part commenced on March 1st and ended on March 5th.

3. Only 18 candidates applied for admission to the examination.

Of these, two were rejected as being Portuguese subjects, and one for not sending in the necessary certificates. Of the remaining fifteen, one was a European, four were Parsees, three Mahomedans and seven Hindus. Of these, five, viz., two Mahomedans and three Hindus, failed to appear at the examination, the cause of absence being apparently in the majority of cases fear of the plague. All those who appeared at the examination, with the exception of the Europeans, were B.A's of the Bombay University, three having obtained a Pass degree, five second class Honours and one first class Honours. Four were educated at the Deccan College, two at the Wilson College, and one each at the St. Xavier's, Sindh, and Fergusson Colleges.

4. Of the ten candidates who presented themselves for examination in the compulsory subjects, seven failed to obtain qualifying marks in one or more of the subjects. Two failed in Elementary Mathematics, four in English Literature and Composition, and five in History and Geography. Two of the candidates failed in all the subjects.

5. For the second part of the examination only three candidates remained. These were graduates in Honours and Fellows of their respective Colleges (the Wilson, Deccan, and Fergusson) and were the only Fellows of Colleges who appeared for the examination. One of them—Mr. Bharucha—was the only graduate in first-class Honours of his year. As there were only two vacancies for competition, only two candidates could be successful. These were Messrs. Bharucha and Patwardhan, Fellows of the Wilson and Fergusson Colleges, respectively.

6. The result indicates that notwithstanding the difference of standard, our test of relative merit agrees with that of the University. Our standard, except in Elementary Mathematics, was pitched distinctly higher than that for the B.A. Examination of the University. In the opinion of the Examiners, however, it was not too high; and, though a large proportion of the candidates found it more severe than they had expected, it must be borne in mind that persons who are not up to the level of graduates of some distinction cannot reasonably hope for success in an examination of this kind.

7. We may mention that in the first part of the examination each paper was marked independently by two Examiners, but for the second part it was thought sufficient to engage only one Examiner for each subject. All the Examiners were in Government service, and except the Examiners in Elementary Mathematics and Persian, were Professors of the Elphinstone or Deccan Colleges. They were as follows :—

Preliminary.—English Literature and Composition.—Professor M. Macmillan, B.A.; Professor J. G. Covernton, M.A.; and Professor J.

N. Fraser, M. A. History and Geography—Professor O. V. Muller, M.A. and Professor F. W. Bain, M.A. Euclid and Mathematics—Mr. R. C. Lord, I.C.S., and Mr. J. Willcocks P. W. D. Further—Political Economy—Professor O. V. Muller, M.A. Logic and Moral Philosophy—Professor W. H. Sharp, M.A. Mathematics (Higher)—Principal J. T. Hathornthwaite, M.A. Sanskrit—Dr. P. Paterson. Persian—Mr. J. M. Antia, M.A.

8. The examination as at present constituted proved an excellent test of real knowledge as opposed to the results of superficial cramming. We are convinced that those who came to the top in the list were really the ablest of the candidates. We would, however, venture to suggest three slight changes for future examinations, *viz.*, (1) the maximum marks for Political Economy should be increased to 400; (2) James's Text Book of Psychology should be substituted for Sully's Psychology in the examination in Mental and Moral Science; (3) for the *viva-voce* examination in English Literature some indication should be given of the number of books which will be regarded as adequate, and these should include a reasonable proportion of good English prose. Of these proposals the first two are based on special recommendations of the Examiners, and as regards English Literature it may be observed that in the first place candidates had the most diverse ideas as to the amount of reading which was expected, and in the second place, out of the ten candidates who appeared for the examination none offered to be examined in Thackeray, and none except Mr. Bharucha in either Scott, Macaulay, or Addison. It will also, in the opinion of the Examiners, be desirable in future to somewhat reduce the number of questions in the paper examination in English Literature, but this is a matter within the discretion of the Board of Commissioners.

Resolution.—The proposals made in paragraph 8 of the report are approved, and with reference to the third proposal the following works should be prescribed for the oral examination in English Literature:—(1.) The works of Shakespeare mentioned in the Schedule to Government Notification No. 1008, dated 27th May, 1896, published at pages 542—544 of the *Bombay Government Gazette* of 28th idem, Part I. (2.) The works mentioned in the Schedule above referred to of any three of the following authors:—Addison, Macaulay, Scott and Thackeray. (3.) The works mentioned in the same Schedule of at least one other author.

2. This Resolution should be published in the *Bombay Government Gazette* for general information.

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At the recent B.A. examination of the Oxford University, the only

successful Mohamedan candidate from Bombay was Mr. Taherali M.H. Kajiji, of Queen's College who passed with honours.

MADRAS.

Government have ordered that, in future, an examination in Handwriting and Dictation be held in the month of May for such undergraduates as have not passed this test at the Upper Secondary Examination.

* * *

We regret to record the death of Mr. P. V, Ramaswami Rajoo who is so well known in India as the author of several books on Sanskrit literature. He was a sound scholar of Tamil and Telugu as well, and during his stay in England for three years, from 1882 to 1885, he was Professor of Oriental Languages at Oxford University. His lectures there were said to have been highly appreciated. His last production was the Sanskrit work *Rajangala Mahodaya* which is a history of the British Empire in Sanskrit verse. He commenced this work in 1889 and at the time of his death had completed 15,000 verses.

* * *

Government have ruled that the certificate of physical fitness produced by candidates at the time of admission into Training Schools, the College of Engineering, &c., should not be accepted as valid for purposes of entrance to the Public Service.

* * *

The Anniversary of the Pachaiyappa's High School, Conjeeveram, was celebrated with great *éclat* on the 1st instant in the school premises, the Hon'ble Mr. C. Sankara Nair presiding.

* * *

Government have approved of the recommendations of the Sanitary Commissioner that, in future, the post of Sanitary Inspector under Local Boards and Municipal Councils should be given only to those who have passed the Intermediate Technical Examination in Hygiene and have undergone a course of theoretical and practical training in the Sanitary Inspector's Class attached to the Medical College, Madras.

* * *

The following ladies and gentlemen have been appointed by the Commissioner, members of the Committee to draw up the examination papers for the ensuing Lower Secondary examination: Rev. J. Cooling. B. A. (*Chairman and Secretary*); Miss Bernard; Mr. H. S. Duncan, M. A; Mr. T. S. Ince, B. A; Rao Bahadur V. Krishnamachariar; M.R.Ry T. J. Venkatachella Aiyar, B. A.

On the kind invitation of Dr. A. G. Bourne, F. R. S., Professor of Biology, a visit was paid by the members of the Teachers' guild to the Biological Laboratory of the Presidency College on Saturday, 7th August, at 4 P.M.

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In view to encouraging the enlistment of Muhammadans in the medical service, the Surgeon-General has recommended to Government the extension for a period of two years of the concession under which 20 per cent. of the vacancies among Hospital Assistants are reserved for members of this community, independently of the number of those who may enter by competition.

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Mr. G. Subrahmanya Aiyar, Editor of the *Hindu*, has offered himself as a candidate for election to the Legislative Council on behalf of the University.

* * *

The Principal of the Teachers' College, Saidapet, in order to get the required information for the preparation of the Teachers' College Calendar has requested those gentlemen who have undergone training in the Teachers' College, Saidapet, or in the late Government Normal School, Madras, but who are no longer in the Educational department, to communicate to him their addresses in full.

* * *

Dr. A. G. Bourne, Professor of Biology, Presidency College, third class of the graded educational service has been promoted to the second class, on the retirement of Mr. Metcalfe from service.

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Type-writing has been included in the list of technical subjects under Commerce for the Government Technical Examination Elementary and Intermediate grades.

* * *

Applications for admission to the Hand-writing and Dictation test and to the Upper Secondary Examination should reach the office of the Commissioner for Government Examinations not later than the 31st Inst.

* * *

The Rajah of Kallikota has endowed the Berhampore College, locally known as the Kallikota College, with a lakh of rupees, and the Director of Public Instruction has brought this munificent gift to the special notice of Government, who have expressed their high appreciation of the noble example set by the Rajah in the cause of education.

* * *

We have been favoured with a copy of the annual report (and Director's proceedings thereon) of the Presidency Training School for

Mistresses, which under Miss Arnold's superintendence has done and is doing so much for female education in this Presidency by supplying trained teachers to female schools. The changes in the staff were chiefly due to the sick leave granted to Miss P. Parsons, B.A., L.T., First Assistant, which necessitated the introduction of Miss Chatterton as the acting incumbent of the post; to the resignation of Miss J. Parsons, B.A., L.T., Second Assistant, which led to the appointment of Miss Staunton B.A., L.T., to the vacancy; and to the resignation and death respectively of two other assistants. In the "Training Department" there were 46 students on the rolls (18 Europeans and Eurasians, 23 Native Christians, 1 Brahman, and 4 Caste Hindus). There was thus a decrease of 6 compared with the previous year. 4 of the students were Matriculat[illegible] and 10 had passed the Higher Examination for Women. The results [illegible] the Written Examination for Teachers' Certificates held in Decembe[illegible] last were good in the English Department, and fair in the Hindu Department, as may be seen from the following statement:—

English Department.

	Presented	Passed as trained
Upper Secondary Grade ...	19	17
Lower " " ...	4	2

Hindu Department.

	Presented	Passed as trained
Upper Secondary Grade ...	2	1
Lower " " ...	13	5
Primary Grade ...	7	4

In the English Practising Department there were 53 students against 54 during the previous year. 41 were Europeans and Eurasians, 6 Native Christians, 3 Brahmans and 3 Caste Hindus. The examination results were decidedly modest, as may seen from the following statement:—

	Presented	Passed
Matriculation	3	—
Lower Secondary... ...	3	1
Drawing (Elementary) ...	4	1

It should be remembered that the efficiency of a training institution cannot be gauged from the success or failure at examinations of the pupils of the practising department.

In the Hindu Practising Department there were 90 pupils, an increase of 7 over the previous year. Of this number 27 were Native Christians, 11 Brahmans, and 52 Caste Hindus. The examination results were good. 3 candidates appeared for the Lower Secondary examination and 2 passed; 7 candidates appeared for the Primary examination and 4 passed.

The total cost of the institution was Rs. 18,712, of which only a sum of Rs. 929 was met by fees and other receipts. The expenditure on this useful institution was apparently confined to very narrow limits. The Acting Director concludes his review as follows:—"The general condition of the institution and its tone and discipline reflect credit on the superintendent and her staff of assistants."

* * *

The Medical College opened a new session on Monday, 2nd August. Hitherto the college sessions were as follows:—1st October to 31st March, winter session; 1st April to 30th June, summer session. The University examinations were held in July and the vacation was in July, August and September. This arrangement made the college sessions contemporary with those of British Medical Schools but it had the serious disadvantage of keeping Professors and students at work during the hottest time of the year. The present year may be regarded an intermediate one with respect to sessions. From next year the sessions will be as follows:—1st July to 31st December, autumn session; 1st January to 31st March, spring session. The University examinations will be held in April and the vacation will extend over April, May and June.

* * *

The results of the Technical examinations held in April last were, as far as they concerned the students of the College of Agriculture, Saidapet, most favourable. In 7 out of the 9 subjects, for which this college presented candidates, the percentage of passes was over 60. In the remaining two, the percentage was over 44. Fourteen candidates obtained the Diploma in Agriculture, against four in 1896 and six in 1895. It may be mentioned incidentally that undergraduates, who possess the Diploma in Agriculture, have the same privileges as graduates as regards the Special Tests.

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On the recommendation of the Director of Public Instruction, Government have exempted the Sub-Assistant Inspectors of Muhammadan Schools from passing in a Vernacular language under the Sub-Assistant's Test Notification, so long as they are in charge of Muhammadan Ranges.

* * *

The last annual report of the School of Commerce, Calicut, shows that on 31st March 1897 there were 74 students on the rolls against 101 on the same date of the previous year. The daily attendance however rose from 74·4 to 83·7. The decrease shown in the numbers on 31st March last was apparently due to the fact that by the end of March the novelty, which attached to the school, had worn off. Of the 74 pupils

2 were Eurasians, 9 Native Christians, 40 Brahmans, 22 non-Brahmans, while only 1 was a Muhammadan. As regards educational qualifications the commercially ambitious 74 may be classified as follows :—2 B.A's., 5 F.A's., 13 Matriculates, 53 passed Lower Secondary or an equivalent examination. As regards occupation, 3 were unemployed, 12 were pupils of other Calicut institutions, 7 were Lower Secondary Teachers, 12 were from Mercantile offices and 20 were Government officials. The report tells us that 59 students belonged to Calicut town, while 15 came from the interior taluqs of Malabar, and only 4 were outsiders. The total comes to 78 and not 74, so we presume the P. D. has had his say here.

The following subjects were taught. Book-keeping, Commercial Correspondence, Banking, Commercial Geography, Shorthand, and Typewriting—all except Banking in the Elementary grade, all in the Intermediate grade, and the first, second, and fifth in the Advanced grade.

At the examinations held in April 1896, the percentages of passes in the Elementary and Intermediate examinations were good, except in one subject. There were apparently no candidates for the Advanced examinations. The report gives only the entries for the examinations of April 1897. This is in accordance with a Government order issued a few years ago restricting the annual reports of institutions to points appertaining to the year under report. The value of the present report to those, who judge educational work by percentages of passes, is thus to a great extent destroyed.

The net cost of the institution was only Rs. 3,392. The Acting Director concludes his brief review of the report thus :—" The headmaster and his assistant are congratulated on the successful working of the school during the year under report. "

* * *

The Senate of the Madras University will meet on Friday, the 27th Instant at 5 P.M. when the following business will be transacted.

(*a*) Candidates for election as Fellows by graduates of the University will be proposed.

(*b*) The several Faculties will be constituted for 1897-98.

(*c*) Presidents will be elected in the Faculties of Arts, Law, Medicine and Engineering.

(*d*) The annual report of the Syndicate will be passed.

(*e*) The Syndicate will be elected.

(*f*) Certain changes proposed by the Syndicate in the By-laws will be considered.

Government have ordered that candidates for the post of Type-writing Clerk should pass the Elementary Technical examination in Type-writing if the pay of the post is less than Rs. 20 per mensem, and the Intermediate Technical examination if the pay is Rs. 20 or upwards.

N.-W. PROVINCES.

It has been decided by the Government of India that natives, other [than] those of the North-West Provinces and the Punjab, should not [com]pete for the guaranteed posts of Engineers at the Thomason Engi-[ne]ering College at Rurki.

* * *

The session of the Military Survey class at the Thomason Civil Engineering College, Rurki, will be from the 1st of November each year to the 31st July following, a period of nine months, instead of from the 1st June to the 31st March, a period of ten months as at present.

PUNJAB.

The annual report of the Oriental College, Lahore, for 1896-97 has just been published. We find from the report that there were at the end of the year 122 students on the rolls, classified as follows:—Hindus 50, Muhammadans 59, and Sikhs 13. Only about 30 per cent. of the students paid fees, the rest being in receipt of either University scholarships or Government stipends. In addition to the regular students, 157 students belonging to the Lahore Government College were receiving instruction in Oriental languages for Arts examinations. Nearly 70 per cent. of the students who appeared for no less than seventeen different University examinations came out successful. The total cost of the institution including the amount spent on scholarships and stipends was Rs. 32,177 which is slightly less than the amount expended during 1895-96. The income from fees amounted to Rs. 558.

* * *

From the Punjab Jail Report of the current year, it appears that jail service has become so popular with educated natives that there are graduates on the list of applicants for the post of assistant jailors.

* * *

At a meeting of the Khalsa College Council held in the Government College, Lahore, it was unanimously resolved that every Professor and

Teacher shall sign a formal agreement, duly stamped, pointing out the conditions on which he is appointed, the nature of his duties, terms on which his appointment can be vacated, and the penalties which will result from a breach of his agreement.

REVIEWS OF BOOKS.

THE PRINCIPLES AND PRACTICE OF TEACHING AND CLASS MANAGEMENT. By Joseph Landon, F.G.S. Second Edition. Published by Mr. Alfr[ed] M. Holden, London. Price 5*s*.

There could be hardly any English-educated teacher who is no[t] acquainted with Joseph Landon's treatise on "School Management," almost a standard work on the organisation and the discipline of a school; and it was long our wonder why that experienced teacher had not chosen to give to the world the results of his observation, study and practice in the shape of a treatise on teaching, which is perhaps the most important and certainly the most difficult part of school work. Such a treatise has at last seen the light of day, and Mr. Joseph Landon has laid all schoolmasters under a deep debt of gratitude to him for the excellent manual he has given them.

The book before us is a volume of about five hundred pages, and is an able and thoughtful compilation from all the best literature on pedagogy, highly seasoned, of course, with the compiler's own personal opinions and conclusions. Being so eminently a schoolmaster's work, the book will be especially useful to normal students and teachers, while even parents and the lay public in general will find interesting and instructive reading in some of its pages. There is scarcely a subject pertaining to teaching which is not carefully treated in the book, while some specially knotty points, such as the teaching of Arithmetic and of the English Alphabet, are treated with more than common fullness and boldness. In fact, the treatise is a complete *vade mecum* which no teacher can do without, if he wishes to be something more than a mere mechanical crammer. At the same time, Mr. Landon has taken care not to heavily interlard the book with favourite psychological and metaphysical theories and has thus avoided making it a "tough bone" to ordinary schoolmasters, though he might have thereby lost the solace of having produced a "science" of education. His object was definite and he has definitely achieved it. He desired to reach the ordinary schoolmaster —the man whom we all know so well—and he has reached him most

successfully. He might then well be pardoned, if Masson's Metaphysicians find, in the book, no concern for the imaginary schoolmaster, whom nobody can reform for the simple reason that nobody knows him. The extremely practical nature of the book is in evidence on every page of the volume. The diagram for illustrating the square-root, the strong insistence upon drill-lessons and review-lessons, the appeal for private rehearsals of lessons by teachers, the detailed treatment of the methods of teaching procedure, the use of a suitable variety of type, nay, the appending of ruled blank pages – these form some proof of the practical character of the manual. We hope that, in the next edition, the book will be amplified with a good chapter on the place of music in schools and how and how much of it is to be taught. The absence of all reference to this important subject in a school curriculum as understood by us appears to us the only considerable defect that requires special mention. There is but one other book—Gladman's "School Work"—which can reasonably be compared with the one under review, for its wealth of information and the variety of its sources of compilation. Indeed, in some respects, Gladman's work is an ampler volume than Landon's. But there is this difference in favour of the new work,—a difference similar to that between a mechanical mixture and a chemical compound. Gladman's compilation produces in one the impression of a patchwork, little or no attempt is made in it to harmonise the colours of the various shreds, the writer is least in evidence. But Landon's book, though also a compilation in essence, displays the individuality of the writer at every step, and does not obtrude on the reader its character as a compilation. It is, as we have said, not a mechanical mixture, where the originals can be easily detected and the glamour of novelty lost, but a chemical compound where the thoughts of other minds have united with those of the writer to produce a book, to read which from page to page constitutes an easy and pleasant transition. As one proof that Landon is no slave of custom even of high places, we quote the following :—

"It is customary to condemn the use, in teaching, of all questions which require only yes! or no! for answer; but this general condemnation is too sweeping. Much depends upon whether the question calls for a decision between two alternatives, or does not; the real point is, not whether the answer is "yes" or "no" but whether the question appeals to the child in a useful manner . . . . . . Many cases . . . . arise in teaching, where a question may only demand 'yes' or 'no', but to decide correctly which of the two necessitates an exercise of judgment, and it may be a difficult one on the part of the pupil. There seems to be no reason why such questions should not be used."

In conclusion, we have only to congratulate the writer and the publisher on their production, for each seems to have vied with the other in making the book a perfect success. We have no doubt that it deserves to sell well. That it will do so is clear from the fact that it has already reached a second edition.

A NEW HISTORY OF ENGLAND AND GREAT BRITAIN, WITH MAPS AND TABLES By J. M .D. Meiklejohn, M.A. Alfred M. Holden : 23, Paternoster Row, London. Price 4/6.

This work is a new edition of the author's "History of the British Empire" but so many changes have been made in it and so much added to it that it is practically a new book. The author claims that the points, noted below, are special features of his book; and a perusal of the work shows that the claims are well founded :—

(i) At the beginning of each reign a clear statement is made as to who each succeeding sovereign was, his relation to the preceding sovereign, his children, and his other relatives.

(ii) Clear *Genealogies* are given of each House.

(iii) The chief clauses in *Treaties* and *Acts of Parliament* are briefly and clearly set out.

(iv) A paragraph is given to the *Great Men* of each reign.

(v) The *Social Facts* connected with each period are briefly given.

(vi) The *Literature* of, and the state of the *Language* at, the period are shortly described.

(vii) A *Short Chronology* of each reign is given at the end of it, so that the student may get it up with ease, and make himself quite sure of the main events.

(viii) A brief view is presented of *Important Contemporary Events* in other countries.

(ix) Short *Lives of Eminent Persons* have been appended to the book.

(x) Short definitions, with examples, have been given of the *Terms employed in English History*. With this a few *derivations* have been given.

(xi) The *Chronological System* of Mr. David Nasmith, Q.C., has been employed for each century.

The book is well printed and neatly got up.

A NEW ARITHMETIC. By Gilbert A. Christian, B.A., and George Collar, B.A., B.Sc. (Professor Meiklejohn's Series.) Alfred M. Holden : 23, Paternoster Row, London. Price 4/6.

The authors are the Headmasters of the Pupil Teachers' Schools at Southwark and Stockwell respectively, and may therefore be regarded as practical educationists. They have incorporated into their work

more explanatory matter than is usually found in books on Arithmetic. A large number of exercises is given. The work, which is very well got up, is recommended for libraries attached to, and masters teaching in, high schools.

THE ENGLISH LANGUAGE, ITS GRAMMAR, HISTORY, AND LITERATURE. By J. M. D. Meiklejohn, M.A. (Fifteenth Edition.) Alfred M. Holden: 23, Paternoster Row, London. Price 4/6.

This work is too well known to need comment. It is sufficient to say that the printing and get-up leave but little to be desired.

St. JOHN IN THE DESERT. *An Introduction and Notes to Browning's "Death in the Desert."* By the Rev. G. U. Pope, D.D. Henry Frowde: Oxford University Press Warehouse, Amen Corner, London, E.C. Price 2*s. net.*

The name of the veteran Indian educationist, who is still in harness in England, is a sufficient guarantee that the book deals with the subject in hand in a thoroughly workmanlike manner. The text of "*A Death in the Desert*" occupies 33 pages. We then have 40 pages of "Notes on lectures". Dr. Pope says "these pages are for the merest beginners." Possibly so. But many, other than beginners, will derive instruction from their perusal. Three appendices complete the work, *viz*: I. Similes in "*A Death in the Desert*"; II. Household Words and Axioms; III. Hints on the Metre.

CARLYLE: THE HERO AS MAN OF LETTERS. *With Introduction and Notes*, by Mark Hunter, M.A. George Bell and Sons: London and Bombay.

The book meets the requirements of candidates appearing for a higher examination in "*The Hero as a Man of Letters,*" for such candidates are, to begin with, provided with an Introduction consisting of 25 pages of a life of Thomas Carlyle, of 8 pages on Carlyle's teaching, of 9 pages on Carlyle's style, of 18 pages on Carlyle's lectures on Heroes and the Doctrine of Hero. Worship, and of 10 pages of "Hero as Man of letters." The text occupies 42 pages. We then find 2 pages of a summary. Then come 47 pages of Notes, such as an experienced teacher like Mr. Hunter knows so well are necessary for aspiring candidates. Finally there are 14 pages of an Appendix, which includes lives of Johnson, Boswell, Rousseau, Burns. What more can any candidate need?

We are in receipt of the following books from Messrs Rivington, Percival and Co., 34, King Street, Covent Garden, London.

1.—*Europe in the Sixteenth Century*, 1494—1598, by A. H. Johnson, M.A. Price 7/6.

In order to avoid what has already been done in the *History of Modern Europe* (Lodge) the author has confined himself to the greater powers of Western Europe. He makes no reference to the affairs of England, nor to those of the kingdoms of Northern and Eastern Europe, except in so far as they are necessary for explanatory purposes.

The nature of the contents may be judged from the following:—

Chapter. I. The Italian Wars, 1494-1518.

" II. Internal History of France, Spain, and Germany, 1494-1519.

" III. From the Election of Charles to the Battle of Pavia.

" IV. From the Treaty of Madrid to the Treaty of Crespi.

" V. From the War of Schmalkalde to the Treaty of Cateau Chambrésis.

" VI. The Counter-Reformation and Calvinism.

" VII. Philip and Spain.

" VIII. The Revolt of the Netherlands.

" IX. The Reformation and the Civil Wars in France.

Appendix I.—The French Constitution in the Fifteenth and Sixteenth Centuries.

II.—Constitution of Florence in the Fifteenth and Sixteenth Centuries.

III.—Venetian Constitution in the Fifteenth and Sixteenth Centuries.

2. *Spelling Manual*, by W. W. Cheriton. Price 1*s*. A useful little work.

3. *Les Deux Sœurs* (Adapted from the Roumanian), by Mlle. Geraldine Rolland. Edited by A. Delacourt, B-es-L. Price 6*d*.

CARLYLE: SARTOR RESARTUS. *With Introduction and Notes*, by J. A. S. Barrett, M.A. Messrs. A. and C. Black: Soho Square, London. Price 5*s*.

The we known text is admirably printed and Mr. Barrett has supplied a useful set of Notes, placed at the bottoms of the pages. With the aid of Mr. Barrett's Notes the average Indian undergraduate should be able to undertake the private study of *Sartor Resartus*. Without such assistance the task would probably be hopeless.

We have to acknowledge with thanks the receipt from Messrs. William Blackwood and Sons, Edinburgh and London, the following

four books belonging to the "Ancient Classics for English Readers," edited by W. Lucas Collins.

1. "*Sophocles*," by Clifton W. Collins, M.A. Price 1s.

2. "*Cicero*," by Rev. W. Lucas Collins.

3. "*Xenophon*," by Sir Alexander Grant, Bart, LL.D.

4. "*Æschylus*," by Reginald S. Copleston, D.D., Bishop of Colombo. Price 1.

All the above books are written by well-known men, which is a guarantee of their excellence. They should be purchased by the libraries of all European schools and colleges in India.

ARADISE LOST. *Book I. in Tamil Viruttam.* By V. P. Subramania Mudaliar, G.B.V:C. *Albinion Press*, Madras.

The translator is a Stock Inspector in the Madras Presidency and his first appearance in the realm of literature was as the translator into Tamil of Veterinary-Major Mills' "*Indian Stock Owner's Manual.*" His second appearance he now makes as the translator into Tamil verse (Viruttam) of Book I. of *Paradise Lost.* He has also added a prose translation. Both translations are most creditable to Mr, Subramania Mudaliar and we trust his success will encourage other native gentlemen to follow in his footsteps.

NOTIFICATIONS.

BOMBAY.

List of appointments in the Educational Department for the month of July 1897.

16*th July* 1897.—Reservist Mehersing Rewasing is confirmed as gymnastic teacher, Broach High School.

27*th July* 1897.—The following appointments are sanctioned:—Mr. Bhau J. Bhide, 2nd Clerk, Deputy Inspector, Satara, to be 1st Clerk in the Poona Training College; Mr. G. M. Paranjpe, 2nd Clerk, Deputy Inspector, Thana, to be 2nd Clerk, Deputy Inspector, Satara; Mr. G. L. Bhosekar, Clerk and Superintendent, Dhulia Training School, to be 2nd Clerk, Deputy Inspector, Thana; Mr. M. G. Kanade, 3rd Clerk, Deputy Inspector, Khandesh, to be Clerk and Superintendent, Dhulia Training School; Mr. K. M. Gharpure to be 3rd Clerk, Deputy Inspector, Khandesh.

UNIVERSITY OF MADRAS.

SUBJECTS FOR EXAMINATION.

MATRICULATION EXAMINATION—1898.

BRANCH II—SECOND LANGUAGE.

Arabic.—Nukhab-ul-Milah, Part I (Arabic Teacher, Madrasa-i-A'iz-za, Hyderabad, Deccan).

Persian.—Rúznámah-i-Safar-i-Farangistán. First Tour. From beginning of tour in Turkey to end of book. (Messrs. G. M. Munshi and Sons, Kalbadevi Road, Bombay).

Muntakhabát-i-Fársi, No. III, pages 1–28. (S.P.C.K. Press, Vepery Madras).

Laali-i-Manzuma. Selections from Saadi and Nizami. (do.)

Hindustani.—Gulshan-i-Urdu. Second Chaman (Matba-e-Iftikhas-e-Delhi).

Muntakhabat-i-Urdu (S.P.C.K. Press), No. VI.

Marathi.—Peshwa's Bakhar.

Life of Socrates.

Navanîta:

Moropant. Savitri Akhyâna and Kekâvali.

Mukteshvar. Harischandrakhyana.

Shridhar. Shriyâlacharitra.

Ramadas. Manache Shloka.

Tukaram. The Wife's Remonstrance and Letter to Shivaji.

Burmese.—Zanaka Jataka.

Prose.—Withandya Jataka.

Poetry.—Lanka-thara Son-ma-sa.

Am-tha-tha-sin-ma-sa.

The spelling required of the candidates who present themselves for examination in Burmese should be in accordance with—

(*a*) The Thatpon published by the Text-book Committee;

(*b*) Judson's Dictionary; and

(*c*) The revision made by the Text-book Committee of the words disputed spelling in Judson's Dictionary.

Greek.—Selections from Arrian (Macmillan's Elementary Classics, by Boyd and Walpole).

Euripides. Alcestis (Macmillan's Elementary Classics, by M. A. Bayfield).

Latin.—Ovid. Tristia. Book III; Elegies I to XII (Macmillan's Elementary Classics, by E. S. Shuckburgh).

Cornelius Nepos (Macmillan's Elementary Classics, by G.S. Farrell).

Uriya.—M. S. Rao. Prabhandhamala, pages 1-115.

Ram Narayan Ray. Kabitisangraha.

French.—Racine. Esther.

Souvestre. Le Chevrier de Lorraine (Macmillan's Elementary Classics, by H. E. Berthon).

German.—Lessing. Minna von Barnhelm (Macmillan's Elementary Classics, by Charles Merk).

Schiller. Geschichte des dreissigjahrigen Krieges, Part I.

Tamil, Telugu, Malayalam, Kanarese, and Sanskrit.—Selections to be published by the University.

BRANCH IV.—PHYSICS AND CHEMISTRY.

(*a*) Elements of Physics. Balfour Stewart's Physics (Science Primer Series).

(*b*) Elements of Chemistry. Roscoe's Chemistry (Science Primer Series).

FIRST EXAMINATION IN ARTS—1899

BRANCHES I AND II.—LANGUAGES.

English.—Shakespeare. Midsummer Night's Dream.

Longfellow. Evangeline.

English Worthies Series, Hannay. Admiral Blake.

Lubbock. The Pleasures of Life—I. The Duty of Happiness ; II. The Happiness of Duty ; V. The Blessings of Friends ; VI. The Value of Time ; VII. The Pleasures of Travel ; VIII The Pleasures of Home ; X. Education.

Sanskrit.—Párvatiparinaya of Bána, Prakritic portions to be omitted.

Ballatasataka.

Champu Rámáyana. Kishkindhákánda.

Greek.—Sophocles. Antigone.

Xenophon. Anabasis, book VII.

Latin.—Vergil. Aeneid, book IX

Horace. Satires, book I, omitting satires 2, 5, 7 and 8.

Livy. Book II, chapters 1 to 40.

Cicero. De Senectute.

Uriya.—Mahábhárata. Adiparva from 171st chapter to the end.

Rámáyana. Bálakánda by Fakir Mohan Sénápati.

Marathi.—Krishnavijaya, by Moropant. 17 to 32 chapters of the Purvárdha

Mahabharata. Sabhaparva by Moropant.

Prithviraja Chavhana Yancha itihasa.

French.—Corneille. Polyeucte.

Racine. Britannicus.

Bossuet. Discours sur l'histoire universelle, Ire Partie.

Sévigné. Selection of her letters, the first 33 letters (Edition Gustave Masson, Clarendon Press, 1869).

German.—Göthe. Egmont.

Schiller. Die Jungfrau von Orleans (Macmillan's Foreign School Classics, edited by Joseph Gostwick).

Schiller. Geschichte des dreissgjahrigen Krieges, Part 2.

Arabic.—Nukhab-ul-Milah. Part IV. (Arabic Teacher, Madrasa-i-A'izza, Hyderabad, Deccan).

Persian.—Kasaid-i-Urfi. (First seven Qasidahs). (Noul Kishore Press, Lucknow).

Wazir-i-Lankuran. (S.P.C.K. Press, Vepery, Madras).

Baharistan-i-Jami. Chapters I, II and III. (Noul Kishore Press, Lucknow).

Hindustani.—Shah Namah. (Noul Kishore Press, Lucknow).

Ibn-ul-Wakkt. Chapter XVI to end. (Mistabaee Press, Delhi).

Tamil.—Villiputtúrár Bháratam. Udyogaparvam. The last 4 sarukkam and Bhishampuram. The whole.

Náladiyar. Chapters 31 to 35.

Periyapurana Vachanam. Tiruninra Sarukkam A'rumuka Navalar's edition.

Lilavati-Sulochana or the Two Sisters. First two ankams (edited by P. Sambanda Mudaliyar).

Telugu.—Maha Bharatamu. Udyogaparvamu. Canto II.

Sakuntala parinayamu. By Krishnakavi (P. Srinivasacharlu's edition, asvasa I).

Sunandani parinayamu. A drama by Srinivasa Rau.

Lives of Telugu Poets. By Rai Bahadar K. Virasalingam Pantulu, Part II. From page 101 to 152 of the edition published in 1897.

Kanarese.—Jaimini Bharata. 9th to 12th sandhis.

Parvati parinaya. Mysore edition.

Karnata Chandrolokal. Bangalore edition.

Aryakirti. By Vasudevaiya.

Malayalam.—Adhyatmaramayanam. Ayodhyakandam.

Nalacharitram. Kathakali. By Unnayi Wariyar. Third day's play.

Prachinaryavartam. From chapter 10 of Book III to the end of Book IV, pages 90 to 170.

BRANCH V.—HISTORY.

(*a*) An Introduction to Greek History, by Mark Hunter, B.A. (Oxon). (Published by V. Kalyanarama Aiyar).

(*b*) A Short History of the Roman Republic, by the same author and publisher.

B.A. DEGREE EXAMINATION—1900.

English.—Chaucer. Prologue, ll. 1—530.

Shakespeare. King Lear.

Mathew Arnold. Poems—Quiet Work; Thyrsis; The Neckan; t. Brandan; Dover Beach; The Youth of Nature; Revolutions; Iorality; Rugby Chapel.

Lytton. Harold.

Lowell. My Study Windows; My Garden; Acquaintance; Condescension in Foreigners; Carlyle.

Sanskrit.—Anargharaghava. Acts 1—5.

Bhanikavya. The first two Sargas.

Manusmriti. Second Adhyaya.

Vamana's Kavyalankara Sutra. Fourth Adhikarana.

Greek.—Aeschylus. Septem Contra Thebas.

Homer. Odyssea, book I.

Plato. Euthyphro and Meneximus (Macmillan's Elementary Classics, edited by C. E. Graves).

Latin.—Juvenal. Satires XIII and XIV.

Vergil. Georgics, book II.

Cicero. Philippics, book II.

Tacitus. Annals, book XV.

Uriya.—Srimad Bhagavata. Chathurthaskandha.

Kumarasambhava.

Birataparva (Calcutta School Book edition).

Marathi.—Marathi Translation of Raghuvamsa, the first seven Sargas. (Nirnayasagara Press.)

Mukteswara Ramayana. Bhagavadgita or Girpadyamuktahara (Nirnayagagara Press)

French.—Joinville. Memoirs (Didot, Paris).

Louis Veuillot. Letters a son frere, CI, to CC.

Malherbe. Odes.

Corneille. Horace.

German.—Schiller. Wallenstein. Part I. Das Lager. (Macmillan's Foreign School Classics, by H. S. Cotterill).

Göthe. Gotz von Berlichingen (Macmillan's Foreign School Classics, by H. H. Bull).

Dahn, ein Kampf um Room.

Schiller. Briefe über die asthetische Erzsiehung des Menschen.

Arabic.—Majani-ul-adab. Part III. } Obtainable from the Arabic Teacher, Madrasa-i-
Ilm-ul-adab. Part I. } A'izza, Hyderabad Deccan.

Persian.—Rubaiyat-i-Umar-i-Khayyam. (Noul Kishore Press, Lucknow).

Tarikh-i-Jehan-Kusha-i-Nadiri. (Messrs. G. M. Munshi and Sons, Kalbadevi Road, Bombay).

Hindustani.—Diwan-i-Zauq, with the qasaid. (Islamia Press, Delhi).

Bustan-i-Hikmat. Chapters, I, II and III.

Tamil.—Kamba Ramayanam. Ayodhya Kandam. From Guhappadalam to the end.

Kural. Chapters 51 to 60.

Manimeghalai. Kadai 4 to 6.

Silappadhikaram. Kolaikkalakkadai and Achiyar Kuravai.

Purapporul Venbamalai. The first three padalams, *viz.*, Vetchi, Karandai and Vanjai.

Kandapuranam. Takareru Padalam to Padai Edupadalam.

Tamil Philology. By Professor Sastriyar, M.A. Chapter on Verbs.

Telugu.—Harischandra Nalopakhyanamu. Asvasa 5.

Vikramarka Charitramu by Jakkanna. Asvasa 2.

Uttara Harivamsamu. By Nachana Somanatha, Edited by Rai Bahadur K. Virasalingam Pantulu. Asvasa 1.

Alankara Chandrika. By Sivarama Sastrulu. From Page 6 to the end.

Telugu Philology. By Professor Seshagiri Sastriyar, M.A Orthography and Etymology.

Kanarese.—Kádambari Utterabhágá. The first 400 stanzas.

Jagannátha Vijaya. Asvasas 7 to 9.

Gadáyudha. Chapters 5 and 6 (Kavya Manjari Series).

Nalarajendra Charitra. By Basavappa Sastri.

Malayalam.—Bharatam. Sabhaparvam and Aranyaparvam.

Ksrishnagatha. From the beginning to the end of Kaliya Mardhanam.

Bhasha Sakuntalam. From the 4th ankam to the end.

Paundrakavadham. Kathakali.

SCIENCE DIVISION

Branch II.

(*a*) Balfour Stewart's Lessons on Elementary Physics.

(*b*) Valentin's Inorganic Chemistry. Miller's Elementary Chemistry. Jones, Owen's College, Junior Course of Practical Chemistry.

ii. (A) (*a*) Todhunter's Mechanics for Beginners.

(*b*) Ganôt's Elementary Treatise on Physics. Deschanel's Natural Philosophy.

iii. (B) Fowne's Manual of Chemistry, last edition. Valentin's Qualitative Analysis.

Branch III.

[The text-books mentioned in this branch are merely recommended to students; the examination will not necessarily be confined to them.]

i. Huxley and Martin's Elementary Biology. The article "Biology" in the 9th edition of the Encyclopædia Britannica (reprinted in Huxley's Invertebrata). Parker's Elementary Biology.

ii. (A) Vine's Text-book of Botany. Asa Gray's Botanical Text book. Oliver's First Book of Indian Botany. Bower and Vine's Practical Botany. Hooker's Flora of British India. Bennett and Murray's Cryptogamic Botany.

ii. (B) Sterling's Practical Physiology. Hand-book of Physiological Laboratory. Foster's Text-book of Physiology. Schafer's Essentials of Histology. Power's Human Physiology.

ii. (C) Claus' Text-book of Zoology. English translation. Gegenbaur's Elements of Comparative Anatomy. Marshall and Hurst's The Frog. Marshall and Hurst's Practical Zoology. Wiedersheim's Comparative Anatomy of Vertebrates. Huxley's Anatomy of Vertebrata. Zoological articles in the Encyclopædia Britannica. Shipley's Zoology of the Invertebrata. Lang's Comparative Anatomy

ii. (D) Geikie's Text-book of Geology. Oldham's Manual of the Geology of India. Dana's Manual of Mineralogy. Nicholson's Manual of Palæontology. Geikie's Field Geology. Cole's Aids to Practical Geology.

Branch IV.

ii. *History of Philosophy.* Descartes' Discourse on Method, and Meditations on the First Philosophy (Veitch's translation).

iv. *History of Ethics.* Spencer's Data of Ethics.

Branch V.

iii. *Ancient History*, to 476 A.D.

iv. Herbert Spencer. Political Institutions.

Cunningham and Mascarthur. Outlines of English Industrial History.

M.A. DEGREE EXAMINATION—1900.

BRANCH I.

English.—The Anglo-Saxon Chronicle. Extract given in Sweet's Anglo-Saxon Reader (1888) and in "Specimens of Early English, part I." (Clarendon Press, 1887.)

Selections from the "Curson Mundi" from John Barbour and John of Trevisa given in "Specimens of Early English, Part II." (Clarendon Press, 1889.)

Chaucer. Prologue to the Canterbury Tales. Squire's Tale, Anelida and Arcite.

Sackville. The Induction to the Mirror for Magistrates.

Spenser. Shepherd's Calendar.

Marlowe. Edward II.

Shakespeare. Romeo and Juliet ; Macbeth ; Henry VIII ; As you like it.

Ben Jonson. Every Man in his Humour.

Pope. Essay on Man.

Wordsworth. The Prelude.

Clough. The Bothie of Tober-na-vuolich.

Browning. Men and Women, (an Epistle containing the strange Medical experience of Karishish ; Fra Lippo Lippi ; Bishop Blougram's, Apology ; Cleon).

More, Sir T. Utopia (Robinson's Translation).

Dryden. Essay of Dramatic Poesy.

Johnson. Lives of Multon, Dryden, Pope, Gray.

Sterne. The Life and Opinions of Tristram Shandy.

Leslie Stephen. English Thought in the eighteen century.

Walter Peter. Appreciations, with an Essay on Style.

George Meredith The Ordeal of Richard Feverel.

Sanskrit.—Rig Veda. 1 mandala, hymns 37—72.

Sarirakasutra. Second adhyaya with the commentary of Sankaracharya.

Apastambha Grihyasutra.

Saravadarsanasangraha. From the beginning to Ramanujadarsana.

Kadambari. Purvabhaga.

Malatimadhava.

Vikramarvasiya.

Panini's Ashtadhyayi—the first adhyaya with the Kasikavrithi.

Gautama Nyayasutra with the commentary of Vatsyayana ; 3rd and 4th adhyayas.

Greek.—Aeschylus. Septem Contra Thebas.

Homer. Iliad, books, XXII, XXIII, XXIV.

Sophocles. Antigone.

Pindar. Olympia. Pythia.

Theocritus. Idyllia, I--X.

Aristophanes. Nubes.

Demosthenes. Philippics, I, II, III.

Thucydides. De Bello Peloponnesiaco, books I and II.

Polybius. Historia, books I and II.

Aristotle. Politics, I, II, III.

Plato. Phædo.

Latin.—Vergil. Georgics, books I, II and III.

Lucretius. Books I—VI.

Horace. Epistolæ.

Persius. Opera Omnia.

Catullus. Opera Omnia.

Terentius. Heautontimorumenos.

Plautus. Mercator.

Cicero. Philippics, I—IV.

Quintilian. De Institutione Oratoria, book IV.

Pliny the Younger. Epistolæ, books VIII, IX and X.

Tacitus. Annals, book II, Historia, bock II.

(*b*) viii. Lloyd's Lectures on the Wave Theory.

BRANCH II.

(A) The standard in Physics to be that of the Honours examination for the B. Sc. degree of the London University; in Mixed Mathematics, that of Natural Philosophy for the B.A. degree examination of the Madras University, Astronomy being excluded; in Chemistry, that of Optional Chemistry for the B.A. degree examination of the Madras University, Organic Chemistry being excluded.

(B) The standard in Chemistry to be that of the Honours examination for the B.Sc. degree of the London University; in Physics, that of Optional Physics for the B.A. degree examination of the Madras University.

BRANCH III.

The standard in Botany, Physiology, Zoology, and Geology to be that of the Honours examination for the B.Sc. degree of the London University.

BRANCH IV.

i. The following additions to or special studies in the course for the B.A. degree;

(1) *Phychology and General Philosophy.*—Mental development

the child. Consciousness. Attention and Habit.

(2) *Logic.*—Criteria of Certitude. Scientific Induction by Hypothesis. Classification.

(3) *Ethics.*—The Hedonistic calculus. Casuistry. The œsthetic view of morality.

ii. (1) *Psychology and General Philosophy.*—The Sensationalist and Evolutionist views of the nature, origin and working of the will,

(2) *Logic.*—History of Symbolic Logic.

(3) *Ethics.*—The Intellectual Theories of Ethics from Cudworth of Kant (inclusive).

iii. (1) *Psychology and General Philosoyhy.*—Philosophy of Theism, by A. Campbell Fraser, LL.D.

(2) *Logic.*—Lotze's Logic. Translated by Bosanquet (Clarendon Press).

(3) *Ethics.*—Spencer's Principles of Ethics, Vol. I.

BRANCH V.

i. Ancient History. Egypt under the Ptlemies.

ii. Mediæval History. Charlemagne and his times.

iii. Modern History. The History of Europe from November 1815 to December 1848.

iv. History of India. The Muhammadans in Northern India after 1707.

v. Federal Government in Ancient and Modern times.

vi. Ethnology in India with special reference to the Peninsula.

vii. Lawrence's Hand-book of International Law. Lawrence's Essays on some disputed questions in International Law. Hall's International Law.

viii. Smith's Wealth of Nations, book I, chapters 1 to 5, 10 and 11; books III and IV. J. S. Mill's Political Economy. Ingram's History of Political Economy. Marshall's Principles of Economics.

Cunningham and Macarthur's Growth of English Industry and Commerce.*

BRANCH VI.

i. Sayce's Principles of Comparative Philology and Introduction to the Science of Language. (The examination will not necessarily be confined to the books recommended.)

iv. Text-books.

DRAVIDIAN LANGUAGE.

Tamil as First Language—Chintamani. Padumaiyar Ilambakam. Purananuru. The whole.

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* The examination will not necessarily be confined to the books recommended.

Tevaram. Talavarisai, from Valpokkiya Ratnagiri to Tiruvidamarudur in Pushparatha Chettiar's edition.

Tayumanavar. From Ninaivonur to Enakkenachcheyal.

Tiruvarangattandadi.

Kachikkalambakam.

Tiruchittambalakkovai. Stanzas 1 to 100.

Nannul. Sorladikaram with Virutti Ural; Tolkappiyam Poruladikaram with Urai.

Narigai.

Tamil Philology by Professor Seshagiri Sastriyar, M.A. Chapter on verbs.

Tamil as Second Language.—Kamba Rámánayam. Kishkindha Kandam. Padalams 1 to 5.

Nannul with Virutti Urai. The whole.

Villipputturar Bháratam. Udyogaparvam.

Kural. Chapters 21 to 40.

Tamil Philology, by Professor Seshagiri Sastriyar, M.A. Chapter on Verbs.

Telugu as First Language.—Appakavyamu. Prosody and Rhetoric.

Narasabhupaliyamu. The whole.

Suryasatakamu. The whole.

Panditarajasatakamu. Telugu version (A. Vyasamurti Sastri), first 37 pages.

Bháratamu. Santiparvamu. Asvasas 1 to 3.

Vasucharitramu. Asvasas 1 to 3.

Manucharitramu. Asvasas 4 and 5.

Bhágavatamu. Skandhas 1 and 2.

Sumanomanobhiranjanamu. Asvasas 1 and 2.

Yayáticharitramu. Asvasas 1 and 2.

Telugu Philology by Professor Seshagiri Sastriyar, M.A. Orthography, Etymology, and Ardhanasvaramu.

Telugu as Second Language.—Bharatamu. Udyogaparvamu.

Yayaticharitamu. Asvasas 3 and 4.

Prabhulingalila. Asvasas 3 and 4.

Narasabhupaliyamu. Canto 5.

Telugu Philology by Professor Seshagiri Sastriyar, M.A. Orthography, Etymology and Ardhanasvaramu.

Kanarese as First Language.—Sabdamanidarpanam, with commentary.

Aparagitesvara Satakam.

Pampa Ramayana. Asvasas 6 to 10.

Rajahsekhara Vilasa. Asvasas 5 to 8.
Apratima Vira Charitram.
Girijakalyana. The first three asvasas.
Mitravinda, Govindavu.
Kanarese as Second Language:—Sabdamanidarpanam.
Vrishabhéndravijaya. The first four asvasas.
Matravinda Govindavu.
Rajasékhara Vilasas. Asvasas 1 to 4.
Jagannáthavijaya. The first two asvasas.

Malayalam as First Language.—Valmikiramanayam. Ayodhyakandam.
Bharatam. Virataparvam and Bhishmaparvam.
Adhyatma Ramayanam. Kishkindakandam Sundrakandam.
Bhashanaishadha Champu.
Krishnagatha, by Cheruséri Namburi Rutuvarnam.
Kalyanasaugandhikam. Kathakli.
Nalacharitram. Kilippattu.
Dakshayagam. Kathakali.
Bakavadnam, by Kottayattu Kerala Varma Tamburan.
Prahladacharitram.
Bhagavatam. Dasamaskandham.

Malayalam as Second Language.—Bharatam. Virataparvam and Bhishmaparvam.
Adhyatma Ramayanam. Kishkindakandham.
Bhashanaishadha Champu. Second half.
Vétalacharitram.
Krimmira Vadham.
Kalakéyavadham.
Nalacharitram, by Unnayi Variyar. The last two days' play.
Prahladacharitram.

L.T. DEGREE EXAMINATION—1899.

II. History of Education.

J.J. Rousseau-Emile.